

PERSONAL

The news that O level and CSE are to be merged into a new single system of examining has been hailed with relief by people who are totally confused by the post-16 jungle of qualifications at present on offer. However, there still seem to be some uncertainties, so here is my plain person's guide to the new combined examination which will first be taken in the summer of 1988.

What is being merged?
Everything. The new examination combines O level, CSE, AS level, A level, 1 level, the Certificate of Pre-vocational Education, the CEE, City and Guilds, BEC and TEC, the Driving Test, certain Scout and Guide badges, piano exams and the Times Stock Exchange Bingo game.

What will the new examination be called?
Its full name is the GCSE/ASA/1/CPVE/CEE/CGLI/BTEC/BINGO/ETC Examination, but it will be known under its more popular title as the Alphabet Exam.

Who will take it?
Everybody: pupils, teachers, old age pensioners, drunks, sheep-dogs, politicians who have not been certified criminally insane. Under the strict and search powers in the new Police Bill anyone discovered walking the streets not in possession of at least one syllabus can be arrested and detained

without charge for up to 96 hours.

How will it be graded?
There will be 10 grades ranging from A to J. Grades A to C are the same as the present O level grades A to C and CSE grades D to G equal CSE grades 2 to 5. Grades H, I and J are for Chelsea supporters.

Will it be a bit like music exams?
This confusion has crept in since Sir Keith Joseph's historic speech to the North of England conference in January this year. The weather is so bitterly cold in Sheffield during the first few days of the year that Southerners have to sing their contribution to a conference to keep warm. Thus Sir Keith Joseph actually sang his North of England address, and reporters assumed the new examination must be like graded music tests. Candidates living north of Mansfield however, will be allowed to sing their answers.

What about grade-related criteria?
There has been a lot of talk about criterion-referenced testing. What this means in simple terms is that the boards will spell out what knowledge and skills are required for each grade. Thus, in the history paper, criteria for each of the 10 grades require candidates to be able to do the following, starting from the lowest grade:
J Put a thumbprint on the paper
I Put a neat thumbprint on the paper
H Colour the thumbprint in Chelsea's



Ted Wragg

colours
G Spell "history"
F Tell a history book from a maths book
E Be able to put a history book under the shortest leg of a rickety table
D Understand why they put a history book under the rickety table
C Be able to pass O level history
B Know at least 30 useless facts and 30 meaningless facts
A Recite the names of the whole of

Wellington's army.

What is the distinction grade?
A number of traditionalists and free market economists were anxious that the good standing of O level should not be undermined when the new examination system becomes open to a wider clientele. Incentives for excellence will, therefore, be introduced. For candidates with four grades of A to C, there will be a conducted tour of the Department of Education and Science. Candidates with five high grades will be eligible for 50p per week extra dole money. Those with six receive a signed photograph of Arthur Scargill, and anyone with seven gets a set of darts to throw at it.

Aren't we just copying what Scotland is doing?
Again, this is a popular misconception. The Scots are only pretending to reform their examination system. Knowing that England will fall for anything, they have put around some spoof plans for fictitious Scottish examination reforms. While the whole of England is busy puzzling over the complexity of these and trying to copy them, a small group of revolutionists will march quietly into London and take over. It will be the climax of the celebrations of the 670th Anniversary of Bannockburn.
Who will administer the new examinations?

There will be a total of five examination boards. One of these will be located in Wales for those who want to answer in Welsh. A great deal of careful thought has been given to the other four boards and it has been decided that these should be different in character to cater for various kinds of candidate. The first board will be known as the Margaret Thatcher Board and will be for candidates who think they have all the answers. The Dimbo Dunn Board is for those who don't know any of the answers. The DES Board is for people who don't actually want to tell anybody. Finally, the Sir Keith Joseph Board is specially for candidates who are confused by the whole thing.

I am coming to the end of my four year stint writing these fortnightly personal columns in *The TES*. It has been great fun writing for the back page, and in my last personal column in a fortnight's time I will be casting an eye back over the past four years, as well as speculating about the future. Will Councillor Bentley marry Councillor Agnes Headbanger? Will Sir Keith Joseph be given a life commensurate? Will Jimmy Savile be the new Secretary of State for Education? All will be revealed.

DIARY



Prince Andrew... the call of boring domestic duty.

Princely opportunity for the Palace

Nineteen eighty-five has been officially designated United Nations International Youth Year. Preparations are going ahead well: the DES has come up with £85,000, organizers have been appointed (01-387 4777 if you want to know more about it), and local groups to run the festivities have been formed.

Only one significant gap remains: normally by this stage in the preparations for a UN year, Buckingham Palace has recruited a royal patron to help raise money. So far, there has been a royal silence. Are they changing the UN year to Buckingham Palace? At first sight the "Purposes of

the Year", as drafted by the UN, seem unexceptional. But it is just possible that some suspicious mind in high places has smelt a subversive rat. Or even a number of rats.

Purpose No 1 is to "heighten awareness of the situation of youth and of their needs and aspirations..." Is this a coded reference to youth unemployment? Or even to homosexuality? Then again, that dreaded word "peace" is actually mentioned twice among the five purposes. Purpose No. 4 is to "promote among youth the ideals of peace..." Is this just a covert excuse for further CND

activity? If the Palace has been warned off, I do hope it takes no notice. The year could be an important element in a Royal Youth Opportunity Programme. Prince Andrew? He has already done much to "heighten awareness of the situation of youth", and should realize that it is as much the duty of royals to undertake boring domestic duties as it is to engage in exciting military ones.

Christopher Price

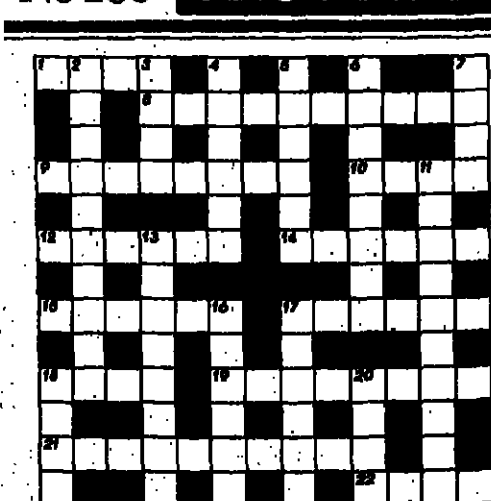
Release from interference for a CEO

I am delighted that Warwick University has offered John Tomlinson a period of cloistered professional retreat from the rigours of running Cheshire's education. I suspect I was being unfair when I opined in this column some time ago that there weren't any "great" chief education officers left. John had to struggle in Cheshire against myopic reaction from the cruder end of the county; and more recently a switchback in political control could have seized up the decision-making process.

Throughout it all he never lost his faith in the comprehensive ideal and in educational progress, and did much, by sheer professional leadership, to keep not only Cheshire but also the vast mass of CEOs sold in pursuance of these same issues when the climate was turning against them.

John will now be able to pursue his educational enthusiasms free of political interference, though Sir Keith Joseph is busily interfering with the curriculum at the Open University, he can hardly do so at Warwick, since it is funded by the University Grants Committee and protected by its "arm's length" principle.

No 160 CROSSWORD by Rufus



Across

- 1 Family row (4)
- 2 Union agent responsible for many strikes? (10)
- 3 One keeps it in reserve (6)
- 4 What the sea may do to a ship (4)
- 5 Be in charge of the school and a drastic capital cut (6)
- 6 Old born to misrepresent the facts in return (6)
- 7 Rush to find a vocation (6)
- 8 A teenager must figure it's the end for him (6)
- 9 Spirit used in an experiment (4)
- 10 An outburst in which there's warmth - just in case (6)
- 11 Man of principle (10)
- 12 Has old fashioned style (4)

Down

- 1 Ignorant, as I will keep on saying (10)
- 2 Give out when close-up (4)
- 3 Doesn't become the worse for drink (6)
- 4 It's said to produce a smile (6)
- 5 Husband in vile goal (10)
- 6 Bloomer made by people (4)
- 7 The tears we shed for a loved one (10)
- 8 Sense there's a disagreement among rowing men (10)
- 9 Carry on with a man (6)
- 10 Close an attemptable (6)
- 11 Scope for entertainment (6)
- 12 It's nonsense to call for silence (4)

Solution to puzzle No 159

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Big rise possible in numbers on INSET courses

The number of teachers released from the classroom for full-time in-service training could jump from 5,000 a year to more than 20,000 if recommendations to be put to the Advisory Committee on the Supply and Education of Teachers on Tuesday are accepted. They have already been approved by the teacher-training sub-committee.

The impetus for the expansion of re-training is believed to come from Sir Keith Joseph, Education Secretary, himself. Last year he introduced a scheme of direct grants to local authorities to enable teachers to be released for training in certain priority areas, notably management courses for heads and senior staff.

A confidential document put to the sub-committee last week reveals that the rate of new teacher intake for the rest of the 1980s may be as little as 2½ per cent of the teaching force per annum. "It follows that the quality of education will depend to very large measure on the quality of teachers already in school," it says.

The proposals envisage local authorities agreeing that about 5 per cent of their current teachers' salaries bill should be allocated to in-service training (INSET). The document acknowledges that "for many I.E.A.s this implies a substantial increase in the level of their current expenditure on INSET." In fact this averages no more

than about 1.3 per cent. Acceptance of the plan by I.E.A.s would be seen as a major breakthrough after years of their dogged refusal to accept earmarking of any sum included in their rate support grant. Optimism that they may be more accommodating this time springs from initial reactions of local authority association officers who have indicated a readiness to recommend it to elected members on ACSET.

The scheme involves a new mechanism for funding local authorities' INSET activities. This would replace the provision currently made through the rate support grant and the INSET pool - from which replacement teachers'

salaries are recouped - by a general in-service training grant. This would cover the cost of staffing schools to allow for release, training provision made directly by authorities and the cost of sending teachers on courses in higher education institutions.

The authorities, in turn, will be expected to encourage each school to assess its training needs for the following year.

Increased in-service training is also being seen as a complement to a new salary structure, which is expected to involve teacher assessment.

Bert Lodge

MSC seeks more power over colleges

by Mark Jackson

Local authorities now face a demand from the Manpower Services Commission for a share of control over the whole of non-advanced work-related further education - not just the quarter which the Government plans to fund through the Commission.

The full extent of the MSC's ambitions was disclosed to chief education officers this week by the Association of County Councils.

They are implicit in MSC proposals for implementing the Government plan put to the association by Mr David Young, the Commission's chairman, last week. The association has rejected them outright.

The MSC is suggesting that for the first year of the new funding arrangements, 1985-86, it will give back to each local authority the money deducted from its rate support grant on condition that the authorities submit not only proposals for how that money is to be spent, but also their plans for the whole of their work-related NAFE programmes.

The MSC's demand has come as a considerable shock to the leaders of

the ACC, who have in recent weeks been trying to negotiate a compromise with the Commission and the Government over the funding plan.

Its effect may be to push the ACC back into line with the Association of Metropolitan Authorities who refuse to cooperate in any way in the funding switch.

Mr Philip Merridale, the ACC's education chairman, and his deputy, Mrs Judith Walpole, were deeply involved in private discussions with their opposite numbers in the AMA, Mr John Peerman and Mrs Nicole Harrison during the Council of Local Education Authorities' Conference at Newcastle this week.

They were hoping to rebuild the common front against the Government plan which had been broken by the ACC's attempts to seek a compromise before the conference publicly debates the rift today.

Both sides fear that unless they were able to announce a new understanding, CLEA would be fatally weakened as a working alliance of the country's education authorities.

Four curious young artists inspect one of the attractions at the National Gallery's new exhibition, "A brush with colour". Devised by the gallery's education department, the exhibition uses famous works of art, models and audio-visual aids to illustrate the role of colour in paintings. Review - Page 22.



Ombudsmen criticize appeal committees

by Sarah Bayliss

Complaints by parents to the three local ombudsmen for England have exposed some school appeals committees to be unfair, inefficient and politically biased.

In their annual report published this week the ombudsmen draw special attention to cases of maladministration in the committees, which were set up under the 1980 Education Act to extend parents' rights to choose a school.

They focus on a case in Bexley where the ruling Conservative group was found to be excluding all opposition party members from appeals. The panel from which appeals committees were made up consisted of nine Tory councillors and eight lay members, six of whom were members or supporters of the Conservative Party. A seventh member was the brother-in-law of Mr Brian Sams, the chairman of the education committee.

Dr D. C. M. Vardley, the ombudsman who dealt with the case, writes: "Apart from particular faults which I found relating to the authority's procedures, I was very critical of the way the appeals committees had been appointed... there was no justification for the council excluding minority

party members (an exclusion which was intentional) and I was not satisfied that the council had ever intended the appeals committees to be really independent."

As a result of his investigation, Bexley Council had now "suitably broadened" the membership of appeals committees. In the past two years the ombudsmen have received 91 complaints alleging maladministration by appeals committees. They concede this figure is "minute" compared with the thousands of appeals which have been heard but they emphasize that "important lessons" have emerged from their investigations.

The ombudsmen express regret that in some cases the burden of proof has rested on the parents; they have had to prove some special reason for their choice of school or that the council concerned had made a mistake.

The committees must establish whether or not the council has valid reasons for denying parental choice and they are urged, if necessary, to "question the authority's statements and not accept on trust bald statements."

Points to ponder on the virtues of defying Whitehall

To the Sheffield Club, high up in the Cutler's Hall, a posh redoubt of the city's beleaguered steelmasters, now exiled from power in this socialist republic for nearly 60 years. While gently whingeing about their current masters in the council chamber ("not like in your day, Chris - they're all Marxists now"), they ask me to use my influence in London to solve the miners' strike. I remind them I have none these days, and refer to the Prime Minister for whom they voted.

I am at the club to discuss with Alan Usher, the city's eminent forensic pathologist, the pace of the stop and search powers in the new Police Bill. I move rapidly on to a conference at the Octagon Centre on the university campus to discuss the same subject in relation to the nation's body politics.

The conference has been called by the Labour Party to discuss ways and means of combating further cuts in jobs and services, now local councils have been deprived of the right to decide the level of rates they can raise. Since defiance of the Gov

unlikely to be effective without the support of local teachers and others, delegations from the public sector trade unions are there also. Fred Jarvis and Doug McAvoy of the NUT mix convivially with a talented gaggle of councillors, some of whom, like Ken Livingstone from the GLC and Frank Hatton from Liverpool, now have a successful defiance track record.

Indeed, not only Fred and Doug, but also every teacher in the realm would do well to ponder the out-turn of the Liverpool saga this week. When the Liverpool council leaders were trying to get unity from their employees in their efforts to get a better deal for the city, the teachers were one of the few groups which (narrowly) withheld their support.

Now Patrick Jenkin has capitulated and come up with what is claimed to be another £20m, the teachers and their schools will benefit from this relief along with everyone else in the city. The teachers had sterling support from the Labour Party to discuss ways and means of combating further cuts in jobs and services, now local councils have been deprived of the right to decide the level of rates they can raise. Since defiance of the Gov



Fred Jarvis Ken Livingstone

A tough bridge to build

The Quirk plan for London University - dividing it into four parts - is nearly complete. But not quite there's agreement about London North (based on University College) and London South (based on King's). London West is taking shape, in spite of the fact that it's half way to Basingstoke in the grounds of Holloway College. London East, however - an arranged marriage between Queen Mary's and Goldsmiths holding hands across the Thames Barrier - is still at the courtship stage, and it is now unlikely that Quirk will see his dream fulfilled before he retires next year.

Goldsmiths' Delegation gave permission last week for a small extension of the courtship pirouette but as with the unfinished outer circle railway line a century ago, linking the two banks of the Thames won't prove easy. One great advantage could flow, however, from the Grant Quirk Quadrilateral Plan. On its completion, it would be logical to make each new quarter of the cake (along with the residual crumbs like LSE and Imperial College) into an independent university and abolish what will by then be a wasteful extramural bureaucracy - the University of London.

'Polys on par with universities' plan for HE

by John O'Leary

A 10-point plan, which would put polytechnics and colleges on a par with the universities, forms the basis of the National Advisory Body's proposed contribution to the "great debate" on higher education.

The final draft of its advice to Sir Keith Joseph, Secretary of State for Education, will be put to the NAB board on Monday and could receive committee approval next month.

The draft includes one chapter jointly produced with the University Grants Committee. This section argues for a revision of the Robbins Principle on access to higher education. Elsewhere,

it makes a strong case for more equal treatment for the public sector compared with the universities.

It stresses that there is no scope for further overall cuts and calls for common funding for teaching (though not research) throughout higher education. It also advocates a national system of external validation, which would encompass the universities as well as public sector institutions.

The board is also to be asked to press for extra money for research, capital projects and the establishment of a new centre for higher education policy

studies. There is also a call for change in the delicate political area of local authority powers over polytechnics and colleges.

The common chapter with the UGC recognizes that universities will take the lead in research and postgraduate provision generally, while the public sector will lead on non-degree, professional and part-time courses. The chapter proposes to re-interpret the Robbins Principle on the question of qualifications, adopting the broader axiom of ensuring that courses are available to all who can benefit from them. - *THES*

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Richard Garner on the continuing troubles over teachers' pay.

SEO conference

Mike Durham reports from the Society of Education Officers' summer conference.

Early diagnosis

Heart disease can be tackled at school, a new report says.

Platform

Giles Radice pledges Labour to a Charter for the Under-Fives.

Beat retreat

The PE teachers who found happiness and camaraderie as well as better pay and prospects by joining the police force.

Arts/Books

National Festival of Music for Youth (picture) - a full report by Philip Davies; Neil Philip on a radical critique of Peter Paul; Philip Toomey on the lover of Rockville Hall; David Nokes on two new studies of the politics of Jonathan Swift; Frances Spalding on George Steiner's *Anglophone*; Modern language textbooks

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Peter Dornier gives a round-up of art gallery and museum activities during the summer; Gillian Macdonald looks at the development of voluntary licensing schemes to allow teachers to record television programmes off-air; plus television and video reviews

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Value for money

When he spoke to the Society of Education Officers last weekend Sir Keith took up the two burning questions which he would like to feel had provided the dominating themes for his spell of office - how can educational standards be raised to the highest level within available resources, and how should curriculum changes be brought about to reflect changing needs?

Incidentally, with one eye on the meeting of the Council of Local Education Authorities now taking place at Newcastle upon Tyne, Sir Keith went out of his way, speaking as it were in italics, to repeat that the decision to transfer funds and direction for a large share of non-advanced further education "will not be reversed". It is part of the Government's current credibility problem that a Minister has only to make a ringing declaration like this to increase the suspicion that some humiliating retreat will shortly be forced upon him. All those commonsense members of the Association of County Councils, and of college governing bodies, who have begun to come round to the view that sooner or later they will have to try to get the best deal available from the Manpower Services Commission, can only watch and wonder as, one by one, the cruder manifestations of the Government's hubris come unstuck in London, Cheltenham and elsewhere. There can be absolutely no reason why the L.E.A.s should cooperate in the MSC takeover of NAFE - least of all with an arrogant Administration for whom time may be running out. It is all very fine and grand for Sir Keith to court the SEO with cant about partnership when the Government's style - which is half the trouble - denies his honeyed words.

In picking up again the threads of his Sheffield speech of January he was, perhaps, offering a valditory assessment of his period of office, in the knowledge that the accumulation of disasters which has overtaken the Government in the past three months may make it more than ever necessary for Mrs Thatcher to put in hand a major Cabinet reshuffle in September if new life is to be breathed into her accident-prone Administration.

There was a basic imbalance in the form which Sir Keith adopted for his address: "Your job and mine" had a pleasant ring to it, but falsified the relationship

by appearing to regard the administrators as executive instruments of his national policies instead of being the servants of elected local authorities, some of them hotly and consistently at odds with Sir Keith. There is absolutely no reason to doubt the political issues now dividing many Labour authorities from the Conservative Secretary of State, nor yet for exaggerating, as Sir Keith tends to, the chance of reaching "a broadly shared understanding of the objectives of school learning generally". Or, to put it another way, Sir Keith sets great store by the statement of objectives for primary and secondary schools which he intends to issue at the end of the year, but it remains to be seen if "a broadly shared understanding" is possible with a level of specificity which has some real meaning. It would be an illusion to suppose that general educational objectives, expressed in global phrases, each of which escapes clear definition, will be much help in managing the system at all, let alone managing it in such a way that people with sharply differing views about educational expenditure can agree.

Behind his faith in the setting of national objectives, however, is a clear-eyed recognition of the complexity which has to be addressed. As he put it: "Running across this search for agreed objectives is a debate which has gone on for a long time and which now serves to darken counsel rather than to bring enlightenment. It concerns the place of the traditional school subjects in the curriculum. It is full of false antitheses - process versus content, learning how versus learning what, knowledge versus skills, personal versus academic skills and so on and so forth. I believe that there is broad agreement with the view, which I certainly hold, that in education we are after each member of these polarized pairs, and that in order to organize a sound curriculum, or sensible programmes for individual pupils, one has to include both appropriate theoretical and practical knowledge in order to promote desirable intellectual and practical skills, and that a broad, balanced, relevant and differentiated school curriculum, to which we all believe, does mean that what is taught needs to be organized in and mediated both through subject teaching and also through elements not tied to particular subjects.

Only time will tell how successful Sir Keith's Sheffield nostrums prove to be (and they are not just Sir Keith's, they represent the consistent drift of

DES policy over the past eight years) but his outline of the conundrum faced by "the holder of this office" (as he likes to put it) deserves careful study.

It is notoriously difficult to assess educational output. First, there is no agreed definition of "educated" or "well-educated" and if there were one, it would doubtless change over time as people in general change their views about what is needed to prepare pupils and students for life and work. Second we do not have instruments for measuring the attainments of pupils or students in respect of all the matters in which educational institutions seek to improve attainment. So there are gaps in our ability to measure the performance of the products of the institutions. Third, it is even more difficult to measure the performance of the institutions: what they do for the pupils or students, not only are we unable to measure pupil or student attainment completely, we also have no precise measurement of the abilities or aptitudes of pupils and students; and we cannot isolate the contribution to their educational attainment made by the institution from the contribution (positive or negative) made by other influences - home, TV, etc.

The assessment of performance is easier where the educational purpose is relatively limited. Where, for example, a student's course is solely vocational, it is in principle easier to measure what he has attained and the success of the institution in helping him to attain it. But we need nevertheless to try to assess how well all our institutions are performing and how much pupils and students are attaining. Those of us who plan and execute policy in the education service cannot just assert that our policies are sound - we have to show to those who pay for them and want them to succeed that the money, effort and skill devoted to education is having the desired effect; and we have to try to monitor our own performance.

The last point cuts right across party divisions and national frontiers. Value for money must be a proper, an inescapable concern for all who are responsible for education's large share of public spending. No amount of sophisticated analysis can replace the obligation to account for this money. But as Sir Keith points out, the essential information on which any simple accountability can be based is unreliable or unavailable. Sir Keith clearly understands how damaging simplistic forms of performance accounting could be. It is this understanding which must be kept in the forefront of the debate and the search for value.

COMMENT

After the black balls

This year's Burnham seems fated to be a singularly rancorous affair. It is four weeks since the Management Panel reluctantly agreed to go to arbitration. The chairman of the arbitrators still has not been appointed. It is likely to be late August, at the earliest, before the arbitration takes place and another three weeks or so before the decision is announced. All this means that it will be well into the autumn before the increase and back-pay filter their way into teachers' pay packets.

Such is the ill-feeling generated by the dispute and the desire of some teachers' leaders to keep tempers high against the possibility of renewed action later this year or early next, that the delay in naming the chairman of the arbitral body has been widely attributed to ill-will or malpractice on the part of the management.

There is no justification for this, though there does seem to be an extraordinary instinct on the management side to act in such a way as to invite the worst possible interpretation.

The teachers' unions are cross because the employers' blackballed two of the three names offered to both sides as possible chairman. The chairman is appointed by ACAS. He or she is the only really important arbitrator because the other two, one nominated by each side, can be expected to cancel each other out.

The practice is for ACAS to put forward three names informally and for each side to arrange them in

preference to help ACAS arrive at an acceptable choice. This time the authorities and the DES between them decided not to rank the names in order of preference but put their backing behind a single name thereby effectively ruling out the others.

This was a bit childish but not really malicious. The object in circulating a list of names can only be to discover who is and who is not acceptable to each side, so presumably Mr Merridale and his colleagues cannot be criticized for showing, quite clearly, who they do not want. But it does show how sensitive they have become on the management side, particularly the DES if reports are correct.

If there is any serious fault to be found, it is with this ACAS procedure which seems to invite trouble of this kind. Now five more names have been put forward and the quadrille continues.

Temper should now be allowed to cool. The delay is not unprecedented or particularly out of the ordinary, as the past record shows (page 5). Soundings are bound to take a bit longer and in the present mood of heightened tension nothing can be expected to go smoothly and smoothly. Some time has to be allowed for the preparation of arguments and documentation, and finding a date which is reasonably convenient for all sides (including the arbitrators) cannot be done by waving a magic wand.

Accusations and counter-accusations will do nothing but make a difficult situation worse. In the end that well-known Happy Families character Professor Fudge, the arbitrator, will do his stuff and an award will be made. Unfortunately, this will not be the end of the matter.



Best side forward

As expected, after the approval which greeted his draft statement last November, Sir Keith Joseph has decided that records of achievement for all secondary pupils should be introduced by the end of the decade (page 3). The 10 pilot schemes to be funded for the next three years will aim to provide experience on which to base national guidelines.

The Education Secretary's conviction that all young people - not just the exam-crunchers - should leave school with a personal record of skills, knowledge, achievement and experience is very much of a piece with his Sheffield speech on achievement in examinations. If it works it must have a profound effect on schools.

How it is done will be as important as the final product. It may indeed be difficult to agree on any one form of product which can provide what employers and further education dis-

stitutions feel they need to know, and at the same time the "celebration of success" which some educationalists are looking for.

Sir Keith explicitly rejects box-ticking or grading by number or letter that could turn profiling into more bureaucratic form-filling. He sees pupil records as a joint concern of those who teach and those who learn, arrived at by a continuous process of review and assessment.

Working at its best, this could be good for motivation and morale of teacher and pupil alike, developing self-awareness, responsibility and social development in the pupil, and providing useful feedback for the teachers.

There can be little doubt, however, that this sort of exercise can only be constructive if the organization and ethos of the school really do offer more routes to achievement than the academic avenue. Staff may well find that they need to rethink aims, objectives and teaching strategies.

That of course is all part of Sir Keith's strategy, too, but it obviously makes more demands on teachers, for which they will be justified in asking for extra support.

no comment

"Would you like to be head of an infant school in Birmingham? - Apply now. Currently... six Infant School Headships are vacant in Birmingham... Most of these posts have been advertised twice within the City and in two cases only two candidates have put themselves forward for promotion."

From City of Birmingham Education Vacancy Bulletin.

Second opinion

Where the best is not the enemy of the good

Last week's National Festival of Music for Youth was another triumphant demonstration of the awesome standards being achieved by the best school music groups. Was it, though, as I heard suggested by a sceptical observer, also a blatant parody of the tendency of some schools to pour resources into a minority of privileged pupils who can be decked out in school sweatsuits and sent to impress all hell out of glibbly councillors, ratepayers and parents?

Let it be said straightaway that there are schools where the senior orchestra snags up whatever teacher enthusiasm is going and where the teaching of music to the mass of pupils is devoid of any real commitment.

A little scratching at the surface of the Festival however reveals the truth which is that, so far from being an example of how far you can go on the crest of single-minded elitism, this annual Music for Youth event convincingly demonstrates that the real heights are likely to be scaled only by schools where energetic music teaching is all-pervasive.

The teacher who plods wearily through lessons awaiting only the opportunity to escape to rehearsal with more talented and tractable pupils may well produce a decent orchestra, but the lesson of the NFMY is that real, sparkling creative excellence needs stronger roots and much greater integrity of purpose. It is very apparent that the aim of the good music teacher as demonstrated at the festival is the enjoyment of music-making by all pupils - and it is only upon such a foundation that this country's superb youth orchestras can ultimately be built.

I was told, by many teachers and advisers, of schools where the most talented youth musicians are expected to bring their instruments to class and play alongside their less gifted contemporaries, learning in the process all manner of lessons about the proper handling of God's gifts. And group after group - particularly from junior schools - is observably constructed so as to include the widest spread of ages, talents and abilities.

It is very clear, too, that there has been over recent years a great crossing of frontiers in youth music, so that it is not always appropriate to use simple classifications such as "orchestra" or "choir". Thus the rather lame word "group" has to be brought into play to describe what may be an immensely imaginative synthesis of styles and disciplines, including dance and drama as well as different styles of music.

At its best - as in Holmfirth High School's joyous mass instrumental and vocal celebration of Saturday football - the result is a clear and positive showing to the audience of the ethos and philosophy of the whole school, the exact opposite of elitism in fact, and yet still faithfully cleaving to the uncompromising demands of genuine excellence.

And as barriers between styles and the disciplines continue to fall, then the strand which links the accomplished sixth form oboist with the perplexed pupil of 2D trying to find B flat on a glockenspiel can only become stronger. All that remains is for all music teachers to be brought en masse to the Festival to see what can be done.

Gerald Haigh

Gerald Haigh is head of Henry Billings Middle School, Warwick.

Ministers opt for 'piecemeal' approach to leavers' reports

by Nick Wood

Ministers have shied away from records of achievement for school-leavers summarizing every aspect of their school careers.

Instead, they have opted for a piecemeal approach under which every youngster leaving school from 1990 onwards will take away a document limited to spelling out his public exam results and giving a factual list of his achievements and experience.

Teachers will have to decide whether the record should include their assessments of an individual's personal qualities. And it will be up to pupils to judge whether they should add a first-hand account of their activities in and out of the classroom.

These are some of the main planks in a Government policy statement on records of achievement released this week by Sir Keith Joseph, the Education Secretary.

The "take-it-or-leave-it" response to character assessment was swiftly condemned by the National Association of Head Teachers. "We strongly disagree with the view of the secretaries of state that this section on assessment of pupils by teachers should be optional," it stated.

"What possible conclusions will employers come to if they receive records from one school with such assessments included and others from another school, particularly on one pupil only, without them."

Teachers' fears about being drawn into the murky waters of detailed personality and character assessment appear to have led to the climbdown.

The statement says: "Many teachers have misgivings about making subjective judgments in a document of

record, though their misgivings may be less if several teachers collaborate in preparing the assessment. The secretaries of state believe that such assessments should be optional."

It goes on to give firm guidance on how such judgments should be recorded - if teachers decide to include them - and stresses that the object is to give a "fair and reasonable picture" of a pupil's personality, unswayed by "failures and defects".

Elsewhere, the statement is less hesitant. It says all records issued to leavers in the 16 to 18 age range should be summaries of material collected throughout their secondary education and should conform to national guidelines.

These will be finalized in the light of experience gained from between five and 10 pilot schemes to be run by L.E.A.s over the next three to five years and to be funded at a level of £2.25m a year via education support grants.

The guidelines will set out a common format, the necessary minimum of defined characteristics and appropriate forms of validation or accreditation, ministers say.

Groups of L.E.A.s and examining boards are the right organizations to ensure that the records issued by schools fit in with the national guidelines and are acceptable to employers and other users.

The policy statement also tones down earlier ministerial enthusiasm, expressed in the draft policy statement released in November, for inclusion of objective evidence of attainment in maths, English and science for every pupil, especially those who fail public exams.



Alain Savary

Resignation triggers Government collapse

The resignation of the French Education Minister, M. Alain Savary, triggered the collapse of the French Government last week. Shortly after M. Savary's announcement, President Mitterrand accepted the resignation of M. Pierre Mauroy, the Prime Minister, and his Government.

M. Savary's resignation was seen as a protest against the abrupt withdrawal last week by President Mitterrand of the controversial schools Bill which M. Savary had been negotiating for the past three years, and which had already passed through both Houses on a first reading.

The legislation, which aimed to bring private, mainly church, schools under closer state control, had brought hundreds of thousands of protesters onto the streets.

The President is now aiming to change the Constitution to allow referenda to cover issues of freedom and civil liberties, with the ultimate aim of holding a referendum on the schools' question.

Hi-tech copyright on way

by Gillian Macdonald

Copyright legislation covering photocopying, video recording and duplication of computer software is to be introduced by the Government.

Mr Kenneth Baker, Minister for Information Technology, will announce next Wednesday that a Green Paper on video recording and broadcasting will be published in the autumn. It will be followed up around the end of the year with a White Paper on Copyright and Performers' Protection.

Ministers at the Department of Trade and Industry hope to introduce the new legislation in the parliamentary session of 1985/86.

The three main areas to be covered in the White Paper are photocopying (of books and music), video recording (of all general off-air broadcasting), and duplication of computer software.

With the recent mushrooming of video and software piracy, publishers have been tightening up on copyright restrictions and have started to take teachers and colleges to court for infringement of the law. So legal changes will have important implications for the education service.

Staff at the Department of Education and Science are working closely with the DTI to gather comments from education authorities on their requirements. Comments taken for the 1981 Green Paper on copyright that was dropped by the Government now need to be updated.

A DES spokesman said: "The local authority associations at that time said it was better to have a licensing scheme which was obligatory rather than voluntary, and the DES wants to see what they say now."

Two-year YTS plan rejected

by Patricia Santinelli

A two-year Youth Training Scheme has been turned down as premature by the Youth Review Group set up to advise the Manpower Services Commission on the future of the scheme.

The group, which was presenting its report yesterday, says that the priority should be to make progress on quality and standards, although there might be a case for a more flexible length of stay for special groups.

But a draft document on Training for the Future drawn up by the Labour Party and TUC Joint Liaison Committee for presentation to the TUC next week gave a guarantee of two years' education, training and work experience if Labour came to power.

There would also be legislation giving the statutory right to training and further education, and offering all adult employees paid educational leave.

Labour and the TUC want YTS to be linked with new measures to encourage young people to stay on in full-time study and will force local education authorities to provide educational maintenance awards for young people over 16. They propose to remove barriers to adult education and training, like unnecessary academic entrance requirements, lack of financial support, and inadequate provision of inadequate provision.

Haringey faces new catalogue of complaints

by Biddy Passmore

Parent and teacher organizations in the London borough of Haringey voiced strong criticism this week of key aspects of the Inspectorate's report on local schools (TES, July 13).

But they filed their own catalogues of complaints against the authority which, in their way, were just as devastating as the Inspectors' report. They painted a picture of an authority remote from reality, where crisis management had supplanted long-term planning and where, time and again, initiatives had been launched without adequate consultation or follow-up.

The chief criticisms of last week's report were:

- the Inspectors had mounted a generalized attack on standards in the authority on the basis of visits to some of its most deprived schools;
- the effects of recent reorganization had been greatly underestimated;
- the comparison between Haringey's exam results which covered only last year's fifth-formers, and the national average for all school-leavers was unfair.

However, Mr Tony Brockman, branch secretary of the National Union of Teachers, backed up what the report had said about deficiencies in in-service training and poor management.

He complained that many councilors were merely "filling in time" on the education committee. "They don't read the papers, they don't go to meetings," he said, "so it's left to the officers."

On the quality of teaching, he said: "I accept that expectations could be a lot higher. But it's difficult to blame the teachers when they're surrounded by chaos."

Both he and Mr Fred Mulberry, of the National Association of Schoolmasters/Union of Women Teachers, attacked the authority's unsupportive attitude on discipline. "Any head teachers who do attempt to suspend violent or disruptive pupils will find all sorts of obstacles and pressures placed in their way," Mr Mulberry said. One of the problems appeared to be pressure from black community groups.

Croxteth staff lose jobs

All 15 teachers at Croxteth School, the independent Liverpool comprehensive, have been sacked from today.

Croxteth Community Action Committee, which runs the school on behalf of parents, is understood to be unhappy about the quality of some of the

Race theory under fire

by Diane Spencer

Neo-Marxist theories of anti-racist teaching were attacked this week by Mr Peter Newsam, chairman of the Commission for Racial Equality.

He claimed that white liberals were "tying themselves in knots trying to resolve non-existent contradictions over the current controversy on multicultural versus anti-racist teaching."

The anti-racist argument is based on the notion that British society is racist and should be changed radically, he told a conference of teacher trainers in Ormskirk.

So, according to this "neo-Marxist" view, anyone supporting the present system must be tacitly or overtly racist.

He believed that both multicultural and anti-racist education had an important part to play in responding to Britain's multicultural society.

Divisions among the Swann Committee were an example of "diversion of effort" which was why so little got changed in society.

But there were right and wrong ways to deal with unsatisfactory systems. It was wrong to opt out of them, even worse for teachers to encourage children to opt out.

Secondary heads oppose AS courses

by Richard Garner

Leaders of Britain's secondary head-teachers have come out firmly against Government plans for new advanced supplementary (AS) courses to be taken alongside existing A levels.

In a paper agreed by its executive at the weekend, the Secondary Heads Association says: "We do not accept there is a case for developing and introducing a free-standing AS examination in the form and under the conditions outlined in the (Government's) statement of intent."

The final version of the paper, which will be distributed to its members for comment before being sent to Sir Keith Joseph, the Education Secretary, is slightly modified from the draft which went to the executive.

A final paragraph has been modified to acknowledge that opposition to the plans lies mainly among the head-teachers of state secondary schools.

The paper says: "We do not believe the AS examination proposed, confined as it must inevitably be to a limited range of subjects and in some schools to as few as two courses" will make a significant contribution to the broadening of the A level curriculum.

"In most schools and colleges it will have the effect of weakening not only programmes of general studies, whether examined or not, but also a range of non-related A level studies (including AO studies in applied science, industrially-related courses and the creative arts and the courses of the Institute of Linguists). . . In no school and college will it have the effect of broadening the A level syllabuses themselves."

The paper adds: "Nor do we believe that AS is capable of being implemented on the basis that the paper suggests. Joint teaching with existing A level sets is unlikely to be successful: not all syllabuses are divisible into separate but related halves and AS students on one half of an A level course are bound to be disadvantaged against those who are following both halves."

The SHA goes on: "We note that the paper assumes an increase, for almost every student, in total teaching time on examined courses and we draw the attention of the secretaries of state to the implications of this for the staffing of schools and for its deployment."

The SHA also notes that the plans in total teaching time on examined courses, and says there will be difficulty finding the necessary staff, especially in mathematics, physics and technology.

Mr Peter Snape, general secretary of the SHA, said: "We did change the draft because it was felt that a number of independent schools and sixth-form colleges didn't take quite the negative view of AS levels."

"There is never unanimity among headteachers, but we are confident that this represents the view of the majority of our members in maintained schools. We are asking for comments before we submit it to Sir Keith Joseph - which we have to do by October 31."

● In York last week, delegates at the National Congress on Languages in Education saw an umbrella body incorporating the 36 main foreign and English language organizations, were enthusiastic about attempts to broaden the sixth-form curriculum. But they were less happy about the half A level AS proposals which, it was felt, would do little to increase the numbers continuing with supplementary language study in the sixth.

Cash limits to hit ILEA

The spending restrictions on the Greater London Council during its last year will give the Environment Secretary control of contracts for items from school books to floor coverings.

The ILEA said this week that the GLC and other metropolitan

counties will need the minister's consent to sign building contracts worth more than £250,000 and contracts of more than £100,000 for maintenance or the supply of goods and services. This will hit, for example, capital and maintenance projects in ILEA.

PLATFORM

NEWS



Giles Radice, Labour Party spokesman on education, explains why he will be launching the Charter for the Under Fives that he promised at a weekend conference



Nurturing the nurseries

Most parents want nursery provision for their children. Most children benefit from the experience. Yet the provision of nursery places in this country is inadequate, uneven and badly coordinated. The time has come for a major expansion of facilities for the under-fives.

For parents, nurseries provide care and education for their children. They also give parents (and as our society is now organized, this means women) the opportunity of leading fuller and more interesting lives. There is a quotation in *Nurseries Now* (Martin Hughes *et al.* 1980 Penguin, page 12) which says it all: "I must have some freedom. After all, you are a person, you are not just a mum".

The truth is that nurseries have an essential part to play in helping to change women's position in society. Women, like men, have a right to a life apart from their children – the right to take a job, to participate in further education, to meet with friends, and to have some free time of their own.

For children, nurseries provide opportunities for play, for forming relationships with other children and other adults, and, above all, for learning and developing skills. Most studies show that children who have received decent nursery education get a good start in life.

Yet the present provision is quite inadequate. In the 1972 White Paper, *Education: A Framework for Expansion*, Margaret Thatcher accepted the Plowden recommendation of providing places for all three and four-year-olds whose parents wished them to attend nursery school. More than a decade later this target has not been met.

Only 22.2 per cent of three and four-year-olds in England have access to nursery schools and classes, the vast majority of whom are part-time. If the rising five attending reception classes in primary schools are added, the proportion of three to four-year-olds receiving education increases to 40 per cent of the total age group.

Our record compares very badly with many other countries. France, for example provides nursery places for 88 per cent of three-year-olds and all four-year-olds.

What is more, our provision is very unevenly distributed. The overall figures for those receiving nursery education conceal big regional differences – from 7 per cent to 12 per cent in the South-west and South-east (excluding inner London) to 35 per cent in the North of England. It is clearly absurd that nursery provision should depend on where you live.

There is also a bewildering variety of under-five provision, ranging from reception classes in primary schools at one end to child minders at the other and including nursery schools, play groups and day nurseries. And though the DES has the major share, responsibility for nursery provision is divided between the DES and the DHSS, and this division is also reflected at local level.

If today's nursery provision is clearly inadequate, the demand for it is as high as it was when Mrs Thatcher produced her White Paper. Yet the government is planning for a decline in central

government resources going to nursery education at a time when the squeeze on local authority spending is, in any case, putting all kinds of non-statutory provision under threat.

It seems to me that we have to work for the fulfilment of three main principles. First, there must be enough nursery places for all children whose parents require them. Second, parents must, within reason, be able to choose the age when their children can start and the hours they attend for each day. Third, nurseries should aim to meet the needs of all children for play, care and education alike.

We are, of course, a very long way from satisfying these three principles at the moment and it will take some time before we can achieve them. But that does not mean that we should not put forward longer term objectives against which we can test our progress.

Labour is committed to a major expansion of nursery provision. We aim to provide a service which is both comprehensive and flexible. We will also need to adopt an integrated approach which combines care with education and creates a service across departmental boundaries at both national and local level.

What is needed is a unified plan for expansion of under-five provision, drawn up by a joint committee of Government ministers with representatives of local authorities, trade unions and other relevant organizations. Central government will have to provide extra resources to back the plan. We will also need to impose on local authorities a statutory duty to provide nursery places for all three and four-year-olds whose parents require them, and to prepare plans to make this obligation a reality.

Local authorities will be encouraged to integrate their provision, as well as providing more nursery centres to meet the needs of parents and children throughout the day. Special attention will have to be paid to the needs of children from the most deprived areas and from ethnic minority communities. And we must ensure the maximum possible parental involvement.

This is an ambitious programme, but parents and the under-fives deserve nothing less. Expansion of nursery provision should be a top priority – and we in the Labour Party plan to make ours, both in Opposition and in Government. Conference report, page 6

We need an integrated approach which combines care with education

groups and day nurseries. And though the DES has the major share, responsibility for nursery provision is divided between the DES and the DHSS, and this division is also reflected at local level.

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NEWS

Sir Keith warns humanities

by Biddy Passmore

Spending public money on higher education that is not economically useful is justified – but only if standards are high enough to be of real cultural advantage.

That was the view put to the British Academy last week by Sir Keith Joseph, the Education Secretary. He said he hoped it came close to common ground on which the Government and the academic community could "take up residence".

In acknowledgement of the fears ministers had aroused among academics, Sir Keith said: "I am conscious that the concern of this Government to bring about the economic recovery of this country, and the consequent emphasis we have laid on the contribution of higher education to the economy, may have given the impression that we have only a limited interest in the well-being of the humanities".

He emphasized that the Government's decisions on the shape and content of higher education would matter less if the system were less dominated by public funds. He hoped that higher education would become less dependent on the taxpayer and ratepayer in the years ahead.

But that would be a slow process and, at the end of it, ministers would still have to take decisions on how much taxpayers' money to spend on those aspects of higher education that were "economically important" and those that were culturally important.

The argument for public funding in economically useful disciplines was very similar to that for other public goods, he went on. The supply of qualified manpower provided a benefit to the nation as a whole which no private individual or association would find it worthwhile to provide. Employability of graduates was the best indicator of the economic usefulness of a course or faculty.

Culturally important disciplines equally provided a public benefit, Sir Keith said. They contributed both to the refinement and transmission of the great moral, social and scientific ideas, and to the sharpening of the intellect. But, he warned, an enforced general contribution to them could be justified only where the advantages to society were real. "This cannot happen where standards are low, where accumulated understanding is not refined or transmitted, where the intellect is not sharpened," he said.

The Education Secretary made it clear that the more optimistic projections for student demand published by the Department of Education and Science last week did not mean that higher education could run away from the problems posed by declining demand.

The revised projections, which show demand remaining steady up to 1990 and then falling by less than 15 per cent by the mid-1990s, were welcomed by the Vice-Chancellors' committee. But Lord Playford, chairman of the com-

mittee, said the Government must now provide the money to meet the projected demand.

The Association of University Teachers said the Education Secretary was "half way there", but Miss Diana Warwick, the general secretary, said the revised figures were still based on some questionable assumptions, particularly that women's demand for higher education would not equal that from men.

Earlier DES projections about future student demand assumed that numbers would fall by a fifth by the mid-1990s, not a quarter as stated in last week's TES.

Dr Walter Roy, chairman of the union's education committee, led a delegation made up of the union's four outer London executive members in a meeting with Mr Donald Naismith, the director of education, and Mr Don Carter, the chief inspector.

Mr Chris Lippett, secretary of the Croydon branch of the NUT, said teachers opposed the tests because they believed the proposed combination of tests of pupils' ability and their attainments in English and maths would be

used to single out schools that were failing to deliver the goods. "The NUT is not against assessment; we see it as an integral part of our job. However, we do not agree with blanket testing across the borough for no specific purpose other than the ability to use this statistical evidence to compare one school with another," he said.

Mr Naismith has said that the tests will be used to identify bad schools and teachers, but their primary purpose is to pick out children who need extra help.

NUT makes high-powered bid to halt Croydon tests

by Nick Wood

Top brass from the National Union of Teachers visited Croydon yesterday in a bid to dissuade the Tory-controlled authority from pressing ahead with plans for a range of tests of performance and ability throughout pupils' school careers.

Dr Walter Roy, chairman of the union's education committee, led a delegation made up of the union's four outer London executive members in a meeting with Mr Donald Naismith, the director of education, and Mr Don Carter, the chief inspector.

Mr Chris Lippett, secretary of the Croydon branch of the NUT, said teachers opposed the tests because they believed the proposed combination of tests of pupils' ability and their attainments in English and maths would be

used to single out schools that were failing to deliver the goods. "The NUT is not against assessment; we see it as an integral part of our job. However, we do not agree with blanket testing across the borough for no specific purpose other than the ability to use this statistical evidence to compare one school with another," he said.

Mr Naismith has said that the tests will be used to identify bad schools and teachers, but their primary purpose is to pick out children who need extra help.

The delegation met the Croydon officers before councillors met to consider whether to go ahead with the tests – to be given to children at the ages of 7, 9, 11 and 14 – from next term.

Education in crisis, says union

Britain's education service is in a crisis, says a motion submitted by the National Union of Teachers to this year's TUC Congress in September, Richard Garner writes.

The NUT is urging the TUC to renew and extend its campaign for a fully comprehensive, properly staffed and resourced public education service in one of its two motions to congress. It condemns the "anti-democratic" moves to limit local education spend-

ing planned by the Government through its rate-capping legislation, and says the annual report by Her Majesty's Inspectors shows that almost a third of local education authorities have unsatisfactory provision in most aspects of education – while only a seventh have satisfactory provision in all aspects. In its second motion to congress, the NUT deplores the "increasing use of fixed-term contracts" in the public sector.

Unions warn of possibility of protracted industrial action

Restructuring agreement further away than ever

by Richard Garner

Teachers' leaders warned this week that there could be prolonged industrial action in schools if the salary restructuring talks break down.

The warning was issued after six-and-a-half hours of talks between the unions and the management last Friday had left them further apart than they have even been during the three years of trying to reach agreement on a new package deal on pay and conditions.

However, the pessimism of the teachers is not matched by local education authority representatives or Sir Keith Joseph, the Education Secretary, who refused to agree the talks were near collapse.

The latest disagreement started with the teachers asking for a firm commitment from the management about the salary levels they were planning to introduce in the restructuring package. In exchange for agreeing that the new main professional grade – which most teachers would be on – would replace Scales 1, 2 and 3, the employers wanted additional teachers' duties and responsibilities and regular assessments of teachers.

In addition, the employers wanted the discussions to continue in a single body that would replace the two existing negotiating forums, the Burnham Committee (pay) and the Council of Local Education Authorities (schoolteachers' committee (conditions of service)).

The teachers' response was to present a shopping list of six non-negotiable demands if the talks were to continue. These included:

- no contractual obligation to undertake lunchtime supervision;
- no definition of duties and responsibilities of teachers on the main professional grade without a commitment to a maximum class size and minimum staffing establishment.

In addition, the teachers refused to consider management plans to reward "good" classroom teachers through merit payments or allowing some teachers to pass through the different increments at a faster rate following assessment.

They also rejected the idea that teachers could be obliged to cover for absent colleagues and said a firm "no" to the establishment of the new negotiating body.

At the end of the meeting, the employers agreed to look at the teachers' demands but Mr Philip Merridale, the management panel leader, said afterwards that it might have been easier for the teachers to say what they agreed with rather than spell out what they disagreed with.

No date has been fixed for the next meeting of the structure working party – and the clear implication is that it is out of the question for the two sides to meet before the arbitration hearing on this year's pay claim.

After last Friday's meeting, Mr Doug McAvoy, deputy general secretary of the National Union of Teachers, said: "There is a distinct possibility that the working party will break down. Whether that happens will depend on the attitude of the employers."

He added that the halting of the restructuring discussions meant there was now no way that the arbitration panel hearing this year's pay claim could consider any claim that restoration of teachers' pay would come through the restructuring exercise.

If the talks did break down, the teachers would have to pursue their salary objectives through next year's Burnham Committee negotiations. A special salaries conference is to be held by the NUT at the end of September and – if breakdown is by then on the

cards – some element of restructuring teachers' pay is likely to be included in next year's pay claim.

Mr Fred Smithies, general secretary of the NAS/UIT, added: "There is the possibility now that the employers will consider there is no point in further discussion. If that happened, I foresee not just a few weeks of trouble in schools as we have recently had but trouble spreading possibly over two or three academic years. It could be a complete disaster."

Some teachers' panel representatives felt the hard-line pursued by the NUT had effectively scuppered the talks.

Mr David Hart, general secretary of the National Association of Head Teachers, said: "The NUT must have seen that to put forward this package at this stage was to put the whole discussions at risk. I think we're as close to breakdown as we've ever been."

However, Mr Peter Snape, general secretary of the Secondary Heads Association, argued: "I think the teachers' panel did the employers a service by pointing out what was not negotiable – rather than leaving it for two months and then spelling it out."

Mr Merridale said Friday's meeting had effectively delayed further discussion until after the arbitration hearing. However, he took heart from the fact that Sir Keith Joseph had said he was prepared to recommend the right package for Cabinet approval at any time.

Cross-examined by the House of Commons Select Committee on Education, Science and the Arts on Tuesday, Sir Keith said the two sides were grappling with difficult problems – and chided the press for earlier speculation that the talks were nearing agreement and for present speculation that they might break down.

Despite last Friday's setback, the reports prepared by sub-groups investigating different aspects of the restructuring exercise show there is a broad measure of agreement on establishment of an entry grade for newly-qualified teachers who would initially have a mentor (senior colleague) attached to them. They would then face an assessment which would establish whether they could move on to the main professional grade.

Teachers in Hereford and Worcester have been asked to take part in a "degrading" tour of schools to find jobs because of a last-minute redeployment scheme, union leaders claim.

About 30 teachers were involved in the plan to drive them from school to school in a two-day "continuous hater view". In one case a woman who had taught at the same school for 10 years was given 20 minutes notice. It is claimed.

Mr Tim Burroughes, NUT branch secretary, condemned the L.E.A.'s methods as "degrading, insensitive and unprofessional". The union is considering a complaint to the employment appeals tribunal.

Mr Mark Kanyon, Hereford and Worcester principal assistant education officer, said: "Teachers who have been identified for redeployment were invited to take a look at a number of schools where vacancies were available, and invited to express their own preferences."

"It was not a 'round tour'. Whether or not they were interviewed would depend on how interested they were in working at one of the schools."

Mr Kanyon said it is later in the term that the redeployment exercise will be completed. The pressure is on for next September.

Local authorities were still pinning their hopes on Burnham restructuring to provide the kind of professional incentive which the "straitened" pay package had failed to provide, he said.

News of the plan, which originated

with Mr Philip Halsey, a senior DES official and former headmaster, came in response to a question from Mr Sean Hughes, Labour MP for Knowsley South.

Ten years ago young, ambitious teachers could spend three or four years in a socially deprived area and then move on, Mr Hughes said. Now that was no longer possible as many teachers in these areas were "burnt out".

The Education Secretary said he had no evidence that teaching quality had deteriorated. Rather, public expectations of what teachers could do had risen. Only a "very, very, very small minority" were downright bad in the classroom and a much larger minority was ineffective.

An agreed assessment system would "sharpen them up", he said, giving the more successful a better career structure and the less effective the motivation to improve their performance – or, perhaps, find another job.

Sir Keith repeatedly rejected assertions that teachers' morale was at a low ebb because of low pay or inadequate resources. He also promised to provide the MPs with examples of local

education authorities that were not using resources "optimally".

On corporal punishment, he faced ominous criticism from two Tory MPs about the Government's intended Bill giving parents the right to exempt their children. (It was announced last week that a separate Bill will give parents in Scotland the same right.)

Mr Robert Key, MP for Salisbury and a former master at Harrow, said it was very unlikely MPs would accept a situation where some children could be punished and others not.

"It would be better to abolish corporal punishment altogether," he declared. "It is a sanction that is increasingly regarded as useless. Far more effective is the removal of privileges." Schools should go back to merit awards and get rid of corporal punishment.

Mr Harry Greenway, MP for Ealing North and a former deputy head, had a different suggestion. "It is surely better to have some schools with corporal punishment and some without," he said.

"In Utopia," the Education Secretary replied, "we would have twin

Row over chairman for pay hearing

An acrimonious row over setting up the arbitration hearing into this year's teachers' pay claim left both sides to the dispute juggling with the names of five new possible chairmen for the arbitration panel this week. At the same time there is no real prospect of bringing forward the date of the actual hearing.

Teachers' leaders accused the local authorities of trying to "fix" the panel. While the authorities claimed teachers had broken with tradition by revealing the names of the potential chairmen of the committee, thus compromising them and forcing ACAS, the conciliation and arbitration service, to draw up a new list of people for consideration.

The teachers claim the authorities have already had some success with their manoeuvre – by forcing the withdrawal of the names of two arbitrators with proven experience in assessing teachers' pay claims from the list of potential chairmen.

The row – which led to the National Association of Schoolmasters/Union of Women Teachers reimposing a ban on lunchtime supervision and withdrawing goodwill – started with complaints that the local authorities were deliberately trying to delay the arbitration hearing.

This stemmed from the fact that the local authorities took two weeks to respond to the original suggestion of ACAS of three alternative chairmen for the arbitration panel.

According to Mr Doug McAvoy, deputy general secretary of the National Union of Teachers, the authorities refused to rank the two names favoured by the teachers – Professor Sir John Wood, chairman of the central arbitration committee, and Professor Laurence Hunter, both of whom have chaired previous teachers' pay hearings – opting instead for Professor Stuart McDowell, the third name on the list, and suggesting two other potential chairmen.

In addition, the date suggested for the hearing was August 22, 23, or 24, more than two months after agreement had been reached in the Burnham committee, which negotiates pay, to go to arbitration and industrial action was suspended.

ACAS then withdrew the three names and put forward five alternative suggestions this week – none of whom had ever chaired a previous national teachers' pay claim hearing.

Mr McAvoy agreed but added that in the past both sides had not had the weller of information provided by the teachers' pay date working party at their fingertips to help them prepare their submissions for the arbitrators.

A meeting of the Burnham committee to discuss the row is to be held next Tuesday.

Richard Garner

Mr McAvoy wrote to Mr Pat Lowry, chairman of ACAS, seeking an assurance that none of the five on the new list had been suggested by the employers.

"I doubt whether any other trade union group has ever had to ask that question," he added. "But I did receive a formal assurance from Mr Lowry that the five names had been selected by himself and a senior member of the ACAS staff."

"Certainly the employers have tried to fix the arbitrators – during our exchanges with ACAS we discovered that not only had they refused to rank the three people originally nominated and refused to place them in order but had put forward two other people as possible chairmen to ACAS."

The management panel said the reason it took two weeks to respond to the original ACAS list was that its secretariat had to discuss arrangements with the Department of Education and Science.

Mr Philip Merridale, leader of the management side in pay negotiations,



Sir John Wood Laurence Hunter

denied their decision to favour one of three nominees meant that they were dismissing the other two out of hand.

He also denied any attempt by the management to delay the hearing. "It makes no sense for us to delay the hearing – all that would happen is that the arbitrators would be able to match the teachers' pay claim against more than just two or three pace-setting settlements that there would be if the hearing was held earlier. If anything, you could advance a case for saying it is in our interests to hold it earlier."

He accused the teachers of contributing to the delay by "leaking" the names of the potential chairmen, thus compromising them at a time when ACAS had already got round to discussing possible dates for a hearing. He added that the period was "no more than usual" in setting a date for an arbitration period.

Mr McAvoy agreed but added that in the past both sides had not had the weller of information provided by the teachers' pay date working party at their fingertips to help them prepare their submissions for the arbitrators.

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Teachers tour schools in hunt for jobs

Teachers in Hereford and Worcester have been asked to take part in a "degrading" tour of schools to find jobs because of a last-minute redeployment scheme, union leaders claim.

About 30 teachers were involved in the plan to drive them from school to school in a two-day "continuous hater view". In one case a woman who had taught at the same school for 10 years was given 20 minutes notice. It is claimed.

Mr Tim Burroughes, NUT branch secretary, condemned the L.E.A.'s methods as "degrading, insensitive and unprofessional". The union is considering a complaint to the employment appeals tribunal.

Mr Mark Kanyon, Hereford and Worcester principal assistant education officer, said: "Teachers who have been identified for redeployment were invited to take a look at a number of schools where vacancies were available, and invited to express their own preferences."

"It was not a 'round tour'. Whether or not they were interviewed would depend on how interested they were in working at one of the schools."

Mr Kanyon said it is later in the term that the redeployment exercise will be completed. The pressure is on for next September.

Sir Keith reveals 'swop' plan to raise standards in deprived neighbourhoods

Wanted: Keen staff for inner cities

by Biddy Passmore

The Government wants bright, enthusiastic teachers with high expectations of children to be moved to inner city schools to raise standards.

Keen teachers would be invited by their local education authority to change places for a spell with another teacher in a deprived neighbourhood – perhaps in a different authority.

Sir Keith Joseph, the Education Secretary, revealed the plan to MPs at a meeting of the Commons Education Committee on Tuesday.

But the idea is being met with some scepticism when it was put to local authority leaders last week.

Mr Bob Morris, education officer of the Association of Metropolitan Authorities, told the TES: "It assumes that socially depressed areas are full of depressed, ageing teachers. But I think there are a lot of bright young teachers in depressed areas."

Local authorities were still pinning their hopes on Burnham restructuring to provide the kind of professional incentive which the "straitened" pay package had failed to provide, he said.

News of the plan, which originated

with Mr Philip Halsey, a senior DES official and former headmaster, came in response to a question from Mr Sean Hughes, Labour MP for Knowsley South.

Ten years ago young, ambitious teachers could spend three or four years in a socially deprived area and then move on, Mr Hughes said. Now that was no longer possible as many teachers in these areas were "burnt out".

The Education Secretary said he had no evidence that teaching quality had deteriorated. Rather, public expectations of what teachers could do had risen. Only a "very, very, very small minority" were downright bad in the classroom and a much larger minority was ineffective.

An agreed assessment system would "sharpen them up", he said, giving the more successful a better career structure and the less effective the motivation to improve their performance – or, perhaps, find another job.

Sir Keith repeatedly rejected assertions that teachers' morale was at a low ebb because of low pay or inadequate resources. He also promised to provide the MPs with examples of local

education authorities that were not using resources "optimally".

On corporal punishment, he faced ominous criticism from two Tory MPs about the Government's intended Bill giving parents the right to exempt their children. (It was announced last week that a separate Bill will give parents in Scotland the same right.)

Mr Robert Key, MP for Salisbury and a former master at Harrow, said it was very unlikely MPs would accept a situation where some children could be punished and others not.

"It would be better to abolish corporal punishment altogether," he declared. "It is a sanction that is increasingly regarded as useless. Far more effective is the removal of privileges." Schools should go back to merit awards and get rid of corporal punishment.

Mr Harry Greenway, MP for Ealing North and a former deputy head, had a different suggestion. "It is surely better to have some schools with corporal punishment and some without," he said.

"In Utopia," the Education Secretary replied, "we would have twin

schools within reach of every child, one with corporal punishment and one without – but we don't live in Utopia."

He made it clear that the arrangements envisaged by the Government would give parents "a constrained freedom to change their minds" about whether their child could be beaten – but would not allow a tactical change of mind once the child had got into trouble.

Sir Keith said he regretted being forced to curtail the sanctions available to a school in order to meet the European Court's judgment. "The Education Secretary faces a relatively invidious choice of options," he said. "I have convinced my colleagues that the choice, although not ideal, is the least bad way of meeting the decision of the Court."

On the Open University, Sir Keith said he did not believe that its "slightly reduced grant" would force it to give up its present range of work.

He disputed the university's own estimate that the cut would mean a shortfall of £13.5m by 1986. The DES claims that by 1986 the grant will be only £4.5m lower than last year.

Throwing golly out of the nursery

Racism is being fostered in nursery schools by the use of gollies and "Little Black Sambo" books, a national conference on nursery education was told last weekend.

Children as young as three use and suffer from racist abuse, said Lambeth day care worker Josie Durrant — herself a black mother of a young daughter, both of whom had felt "the pain of racism".

Earlier, Labour's education spokesman, Giles Radice, had promised a "Charter for the Under-Fives" next year, that would include ways of helping ethnic minority families.

Mr Radice told the conference that nursery places for all who want them would be a top priority for Labour in the coming years.

He said Labour would bring out the under-fives' charter to coincide with the 1985 county council elections, in which nursery provision would be a major issue. Labour would seek to ensure that:

- there were enough places for all who wanted them
- parents were able to choose the age when children started nursery school and the hours they attended each day
- and nurseries met the needs of all children in play and education.



Even the very young can be hurt by racial abuse.

A unified plan for expansion was needed, drawn up by a joint committee of all government ministers responsible for under-fives, local authorities, and trade unions.

Central government would impose on the authorities a statutory duty to make provision for all under-fives and require them to produce plans to make that obligation a reality, said Mr Radice. Central government would also provide the finance. Special help was needed for ethnic and other dis-

advantaged groups, he added.

Josie Durrant, however, complained that nursery education was full of white festivals and values, with black ones given little attention. It was not enough to stick a few pictures of black children on the walls.

"What I do see, still, are gollies and 'Little Black Sambo' books," she said. "People try to justify them and deny the racism. But I tell you it hurts. Racism starts from the cradle and nursery workers have a duty to be aware of that."

"They say children don't notice. I know from professional and personal experience that they do."

She appealed to the audience, of some 200 nursery workers: "I ask you to try to feel what it must be like for a child from a so-called ethnic minority growing up in a racial society."

And she warned: "You can't be neutral. If you sit on the fence you are colluding with racism. There is no place for neutrality."

The conference was sponsored by the organization Equality for Children, a broad-based body, ranging from one-parent family groups and the National Childcare Campaign, to the Commission for Racial Equality, Advisory Centre for Education and the Caribbean Teachers' Association.

It is a follow-up to last month's successful get-together of thousands of parents and children and nursery workers on London's South Bank.

Micro program aids diagnosis of arithmetical failings

by Nick Wood

Computerized testing of children is to be launched in Britain.

The National Foundation for Educational Research, the country's biggest producer of educational tests, has designed a new diagnostic program intended to help children who are poor at arithmetic. It will be tried out at a primary school near the foundation's Slough headquarters.

Children will answer questions flashed up on a terminal and the computer will identify where they are going wrong. The results will be stored in the computer and then, when required, fed back to the teacher so that pupils can be given tuition that suits their individual needs.

Initially, the tests will be limited to subtraction sums but the foundation is hoping to produce an arithmetical package covering addition, multiplication and division.

Mr Chris Whetton, senior research officer in the NFER's test development unit, believes the project is the

first of its kind in Britain.

Unit staff said that the program was based on the finding that children do not make "irrational or erratic" errors when carrying out simple operations such as subtraction.

"Children are remarkably competent procedure followers, but they are liable to follow wrong procedures. Therefore, incorrect answers are rich in information."

"With a view to providing guidelines for remedial help, this diagnostic test can identify a variety of wrong procedures (a total of 16) which children may follow."

The program was shown to visiting educationists at the NFER's open day last week. Mr Donald Naismith, director of education for Croydon, said he could see its value for a "hard-pressed teacher" wanting quick assessment of a large class. But he thought that most experienced and competent teachers would be able to manage perfectly well without it.

"Value for money in education has to be seen in terms of the standards and relevance of the educational achievements of its pupils and students," he said. "It is therefore a vital part of your task and mine to manage the available resources to that end."

But it was notoriously difficult to assess "educational output". There was no agreed definition of "well-educated", no guaranteed means of measuring achievement, and difficulties in assessing the performance of institutions.

There were, however, clearly stated policy and curricular objectives. Both I.C.S. and individual schools were increasingly putting their objectives down on paper, Sir Keith said. But he went on: "What is still lacking is a set of objectives which have national currency."

"To secure this is one of the tasks which I have set myself and my partners in the education service. We need a broadly shared understanding of the objectives of school learning generally, and of the various elements of the school curriculum."

A second means of assessing performance, Sir Keith said, was examinations. One aim of the new 16-plus examination was to provide a more specific measure of performance in relation to defined skills.

The third tool for assessment was the descriptive material now being provided on institutions and their achievements — including HMI reports, I.C.S.'s own inspection findings, the work of the Assessment of Performance Unit, and the lessons of the

disobedience, and disruption that marked the earlier broadcasting campaign.

Mr John Bruce, secretary of the WJEC, said: "I find it slightly offensive that they can take action against bodies which have a good track record to prove they are sympathetic to the language and have done a lot of good for Welsh-medium education — both in the Welsh Office with its specific grants."

The Professional Association of Teachers is threatening legal action against the governing body of Welsh education after failing to win a vote in its affairs.

The Welsh Joint Education Committee at its annual meeting last week rejected PAT's second application in two years for a seat.

The bid was supported by Mr John Stradling Thomas, the Welsh Office Minister of State, who had agreed to enlarge to 17 the number of co-opted teachers' representatives on the local authority association.

PAT, which has just 624 members in Wales, says the WJEC is the only statutory education body in the country which does not recognize it, and accuses the National Union of Teachers of exerting undue influence against it.

One member is an employee of the union and another a former president, and PAT claims at least 10 county councillors have close links with the NUT.

Manchester's new left-wing education committee has dropped its long-serving member, Mr Norman Morris, a former leader of the city's Labour Party.

Mr Morris was a co-opted committee member until the elections in May. In 28 years on the committee he had campaigned for comprehensive education, tertiary colleges and non-selective examinations.

Three new members, one of them a 21-year-old student, have been co-opted to the committee. The group, led by Mr Tim Perry, is a full-time Students and the National Union of Labour Party education workers' party.

Mike Durham reports from the Society of Education Officers' summer conference in Hertfordshire and visits an 'assault course' that prepares new SEO members for the battles that lie ahead of them.

'Seek value for money' Sir Keith tells l.e.a. officials

Sir Keith Joseph has told local authority officials that they should be seeking "value for money" in education.

Speaking on the theme of "Your Job and Mine", he extolled the virtues of a broad partnership between central Government and local authorities.

But the Secretary of State made clear his own priorities, some of which could differ from those of education officers, he conceded.

The Government's highest priority, Sir Keith said, was to raise standards in schools and colleges "within the resources available" and to promote curricular change to reflect changing needs.

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Technical and Vocational Education Initiative and Low Attainers Project in due course.

When all the information was available, Sir Keith said, a clearer picture of the performance of the education service would emerge. "Much of that picture will still be subjective, but it will contain solid points of reference," he said.

On teacher quality, Sir Keith said he was continuing to work for higher standards. He was attempting to improve initial teacher training, and making rules on teacher redeployment tougher.

Improving teachers' effectiveness would require recruiting better teachers than those leaving the profession; more and better in-service training; and development of teachers.

He announced plans to promote higher standards by making available "easily comprehensible" summaries of APU research to teachers for the first time.

Non-advanced further education, Sir Keith reiterated, would in his view continue to be "primarily and essentially" a local authority responsibility despite plans to give the Manpower Services Commission a bigger role in their administration.

"This decision will not be reversed," said Sir Keith.

Sir Keith faced hostile questioning on the theme of his speech. Some education officers complained at the policy demands created by political "birds of passage".

He also protested that their contributions had not been mentioned even in Sir Keith's Green Paper on governing bodies, *Parental Influence in Schools*.

Mr Ken Hopkins, director of education in Mid-Glamorgan, told Sir Keith the outcome of teachers' pay negotiations was "particularly depressing".

The county had budgeted along DES guidelines for a 3 per cent pay rise, but might end up paying 6 per cent, costing an extra £2m. He asked Sir Keith to help with the additional burden.

Sir Keith replied: "Don't be too gloomy. We must hope that reason and argument will prevail."



Falling roll play...

Down in the depths of county hall, a meeting was in progress between the education chairman and senior officers of her department.

The chairman, Mrs Beverley Hunt — a plummy and aggressive lady of the shires who looked as if she might have ridden to hounds that morning — was delivering a monumental put-down to her chief education officer.

She fixed him with a steely gaze. "I don't wish to imply that you have got your sums wrong, Mr Patience," she remarked acidly. "But..."

The assembled deputies, assistants and senior inspectors shuffled their feet, rearranged their papers — and burst out laughing. The chairman was not receiving the deference which she, for one, clearly felt was due to her.

But then this was no ordinary council meeting, nor did it take place in any known local education authority. We were in Blankshire — a fictional English county — trying to resolve a schools reorganization crisis which didn't exist.

The event was a role-playing game designed to introduce new members of the Society of Education Officers to the hard realities of life in and out of the committee room.

The "chairman" was in reality a professional assistant with Derbyshire, i.e., a former college lecturer, who joined the education authority six months ago.

The "chief education officer", a genial Scot, was really an assistant education officer in the London borough of Hillingdon, with special responsibility for secondary schools.

The other 22 participants were all professional or assistant grade education officers, cast as senior members of the Blankshire team, as majority and opposition county councilors, teachers, parents, governors and the press.

The "game" started at mid-day on Thursday. The scenario was simple — and a familiar one. Dramatically falling rolls had led to over-provision in Newtown, an 80,000-population new town in a corner of Blankshire. The education committee was meeting at 9.30 next morning to decide on a strategy.

During the intervening hours the participants ran through a programme of meetings and negotiations, lobbying speeches — informal discussions and leaks to the press which mirrored as closely as possible what would happen in real life.

The exercise took place in the lecture rooms, corridors, patio and bar of part of Kingston Polytechnic, in south-west London. It began with each faction meeting to work out a position. But not everything — as in real life — went smoothly.

Three hours after the "off" the county council's ruling Tory group had still not located their leader. He was sitting in the sun outside the bar deep in discussions with his deputy, an attractive young woman from Sunderland.

Opposition councillors got off to a rather better start. They quickly realized that despite the ruling group's political majority, they might marshal

enough support on this issue to push their own plan through. Potentially, the vote could be 8 to 7 in their favour. But this depended on bending the ear of one retired educationist who might vote against his party as well as attracting the support of other co-opted members, including a parent, a headteacher and a Roman Catholic representative.

There was also the problem presented by one education committee member who was ill in bed. In real life, apparently suffering from an excess of conference high spirits the night before.

Opposition delegates rushed to his bedside to beg him to vote for them. If necessary, it seemed, he would be brought into the council chamber on a stretcher, like a member of the House of Lords.

The opposition had another card up its sleeve. One politician — wearing his Sheffield Council uniform of jeans, red T-shirt, ear-ring and badge labelled "Labour — Firm Left" — while perched darkly about council corruption.

In an imaginative departure from the written rules, he claimed to have documents showing that the chairman's husband, a property developer, was secretly negotiating to buy up a school site to redevelop it as a supermarket. He planned a leak to the press. "We'll be able to disrupt the meeting, call for an inquiry and get an adjournment at the very least," he predicted.

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Be wary of acting as job finder

Youth workers should be wary of helping teenagers to get jobs because for every applicant they put on the road to success another is relegated to the dole queue, a new booklet from the National Association of Youth Clubs says.

"The simple realization that there are far less jobs than there are people wanting them should make us a lot less ready to concentrate on things like self-respect and interview skills when working with unemployed young people," Mr Mark Smith, a London youth worker, writes in *Questions for Survival*, a booklet on political education.

The NAYC is chaired by Sir David Lane, a former Tory MP and chairman of the Commission for Racial Equality, and the Queen Mother is its patron.

Mr Smith urges people working in youth clubs to develop a "sociological imagination" so that they and their youngsters will see major political issues such as unemployment as more than mere statistics.

The formation of such an outlook is a necessary first step en route to political action by the youth worker and the club members, Mr Smith says.

He says that political education is controversial because it threatens the status quo and the position of dominant groups in society. It is often opposed because it seeks to give youngsters "built-in crap detectors" to see through the blandishments of politicians and others.

He goes on to give youth workers a string of tips on how to get political education off the ground without provoking reprisals from their employers.

"They should join a trade union because this will protect them if anything goes wrong and they should keep their employers informed in writing of what they are doing. The latter can be elevated into a useful tactic for outsmarting management," he says.

"Always keep a copy record of what you send and when you send it. One variant of this approach is to besiege people with paper... In this way things can go through 'on the nod'."

Questions for Survival, by Mark Smith, The National Association of Youth Clubs, Keywick House, 30 Pencoed Lane, Leicester, LE11 5N4. Price £1.00.

Rejection of plan for new language quango provokes calls for direct action

Welsh activists threaten disruption

by a correspondent

The Welsh educational establishment is bracing itself for a wave of direct action by angry language activists.

The activists' anger has been sparked off by the reaction of local authority education chiefs on the Welsh Joint Education Committee to a language society scheme for an independent body to oversee the future development of all Welsh-medium education.

County councillors favour the idea of a new national language forum — but think the WJEC itself can do the job better than any new organization.

Plans drawn up by the Welsh Language Society's governing council last weekend envisage disruption on a scale not seen since the mid-1970s, when it revived the — ultimately successful — campaign for a Welsh language television channel.

The first steps will be taken on the field of the National Eisteddfod at Lampeter next month, with picketing and protests outside the WJEC stand.

There will also be a series of one-off occupations and demonstrations and the society's annual autumn meeting will be asked to endorse all-out action against the property and administration of both the WJEC and Welsh Office.

Meanwhile, they are continuing with the most comprehensive survey into the costs of bilingual schooling ever undertaken, to provide support for their case when eventually it goes to the Welsh Office.



The educational establishment fears a re-run of the violence and civil disobedience witnessed in the mid-1970s.

Preliminary results indicate that in the secondary sector alone, the additional cost of having a full Welsh-medium dimension on top of the basic running costs of state education in Wales would be £20m a year.

This sum is made up of more than £6m currently being spent by L.E.A.s, plus the sum that would be needed to implement present policies fully.

The Welsh Language Society believes that it would be foolish to give such a budget to an expanded WJEC as it would put the future of the language

in the hands of English-speaking councillors from south Wales who, they claim, would prefer to cripple it for good.

Leaders of the WJEC, on the other hand, believe that a quango would be the creature of central government and would do for local government autonomy in language affairs what the Manpower Services Commission has done for it in vocational training.

But education chiefs are also fearful at the prospect of being caught up in a re-enactment of the violence, civil

disobedience, and disruption that marked the earlier broadcasting campaign.

Mr John Bruce, secretary of the WJEC, said: "I find it slightly offensive that they can take action against bodies which have a good track record to prove they are sympathetic to the language and have done a lot of good for Welsh-medium education — both in the Welsh Office with its specific grants."

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The new president of AACE, Ms Maggie Chadwick, the first woman to hold this office, therefore has only seven weeks of power. But she told delegates that the association was not demoralized: it was alive and well and would be taking adult education issues into NATFE.

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Piecemeal funding policies criticized

by Diane Spencer

Adult education tutors are concerned by the "inadequate, piecemeal strategies" for funding the service.

At the annual conference of the Association for Adult Continuing Education in Grantham last weekend, Mr Gordon Stokes, the past president, warned of the dangers of direct Government grants.

The present policy of dispersing small sums to a variety of organizations instead of establishing a national development body for adult education would erode the idea of a comprehensive service, he said.

He was referring to awards given recently by the Government to the Education Unit, the National

Institute of Adult Continuing Education, the Adult Literacy and Basic Skills Unit and the Pre-Retirement Association.

At the same time, the Government cut the allocation for the service in the Rate Support Grant and decided to ignore the Advisory Council for Adult Continuing Education's advice to set up a national development council.

Ms Lucie Jones, the union's general secretary, warned of the "dangerous trend" to undermine conditions of service with the introduction of "educational and community schools".

In some areas adult education was being replaced by community schools, she said.

But that meant staff were employed on the poorer terms and conditions offered to youth and community workers.

This year's annual conference was the last as the association is to merge with the National Association of Teachers in Further and Higher Education in September.

The new president of AACE, Ms Maggie Chadwick, the first woman to hold this office, therefore has only seven weeks of power. But she told delegates that the association was not demoralized: it was alive and well and would be taking adult education issues into NATFE.

But that meant staff were employed on the poorer terms and conditions offered to youth and community workers.

Fresh heart for diet campaign

A national campaign aimed at cutting the death toll from heart disease should begin in schools, a group of Government-appointed health experts has recommended.

The call comes from the Committee on Medical Aspects of Food Policy, whose report, welcomed by Mr Norman Fowler, the Social Services Secretary, represents belated official recognition in this country that diet has a significant bearing on cardiac mortality rates.

Other countries, notably the United States, Canada, Australia and Scandinavia, have already officially accepted this thesis and instituted moves to cut consumption of animal fats - changes that have coincided with marked falls in deaths caused by heart problems. No such action has been taken in Britain, now second only to Finland in deaths from heart attacks, which kill 30,000 men aged under 65 every year in England and Wales alone.

As the report acknowledges, most doctors - in Britain and abroad - now believe that figure could be reduced if people ate less fat and salt, stopped smoking and took regular exercise.

The report calls on all health educators to tell people "how to construct diets and regulate physical activity in order to minimize the risk of cardiovascular disease and avoid obesity".

It goes on: "The process of education should be started in schools".

Mr Fowler told the Commons that the Government was determined that the report's detailed scientific recom-

Nick Wood reports on action here and in the US

Recommendations should be translated into layman's language.

This task is to be taken on immediately by the Health Education Council, the British Nutrition Foundation and the Scottish Health Education Group.

The National Association of Teachers of Home Economics, embroiled in a controversy over allegations that examiners give low marks to children who cook healthy food, is planning a series of teaching seminars to get the report's message across to its members.

Meanwhile, a taste of things to come in British classrooms can be seen across the Atlantic, where American schools are at the centre of concerted efforts to reverse the tide.

The most ambitious project is to be found in the mid-West state of Minnesota. University staff are masterminding a nine-year study to show that it is the sedentary American lifestyle, with its high-fat, high-sodium diet, that is principally responsible for the country's heart disease rate being 10 times greater than that of Japan.

Largely eschewing the mass media campaigns familiar to the British public, the Minnesota Heart Health Programme is bringing health workers into face-to-face contact with people in all walks of life.

Whole populations have been screened and told their chances of having a heart attack, restaurants have brought in "heart healthy" menus, women's groups have been taught how to buy and cook appetizing low-fat,



Mankato, one of the target communities and (right) two of the youngsters in the programme.

low-sodium meals, supermarkets have brought in simple labelling of healthy products, and children aged 3 to 18 are being taught how to change their way of life.

In the target communities - Mankato, a town with a population of 37,000 and Bloomington and Fargo-Moorhead, two large metropolitan areas with a combined population of 220,000 - the aim is to cut rates for heart attacks and strokes by one eighth.

Mrs Mary-Lou Halderson has been teaching her class of eight-year-olds in Mankato about "Heart Healthy Friends" - a nutrition programme based around the adventures of a group of cartoon characters from the planet Strongheart.

A slick and jaunty tape/slide series gets the message across in the best Walt Disney style as the brave Heart Healthy Friends, led by Dynamite Diet, Flash Fitness and Salt Sleuth (a cross between Sherlock Holmes and Mrs Thatcher) save the beleaguered earth children from the clutches of Food Fat and Sittin' Sam.

Practical work making healthy snacks, "heartwork" which involves assignments to be completed at home

with parental help and Mousercise - yet more Disney-inspired aerobic exercise once a week - are the other elements in the five-week course made up of 15 50-minute lessons.

Mrs Halderson's enthusiasm for the cause seems entirely undiminished, despite the ordeal of polishing off pretzels the children made from wholemeal flour without the aid of salt.

But there is more to the project's strategy than simply getting children to lay off the cans of fizzy drink, hamburgers and crisps. The university staff see them as the "ambassadors" of a healthier lifestyle who will spread the word among their families.

A course to be launched in the autumn among 40,000 12-year-olds in Minneapolis and St Paul will break with tradition by using children, elected by their classmates, to assault the peer pressures that push youngsters into smoking, drinking and drug-taking.

The Minnesota team claims its policy of direct intervention is already paying off in terms of dietary change and a substantial cut in cigarette smoking, and in five years it should know whether it is saving lives.

IN BRIEF

Acorn grows

The BBC has renewed its contract with Acorn Computers for the manufacture and distribution of the BBC Micro-computer. The new four-year contract puts paid to speculation that the BBC would commission another machine.

Salford CEO

Salford's new chief education officer is to be Mr Brian Grady, 45, at present assistant director of education in Stockport. Mr Grady is leaving in the autumn to become Director of the City and Guilds Institute.

£500 settlement

Miss Sandra Taylor, who was turned down for a job as a multicultural education teacher because of "irregularities" in the employment policy of a Peckham, south London school, accepted a £500 out-of-court settlement on Monday from the Inner London Education Authority. A grievance panel had found that government of Gloucester junior school had decided to favour internal candidates for the post.

Merger go-ahead

A plan to merge four Brent secondary schools into two new schools was approved last week at a special council meeting. Among the schools slated for closure is Sladebrook High School, where 20 teachers were recently suspended after a strike in the head's office to protest against compulsory re-employment.

Lower age limit

The Open University is to lower its age of admission from 21 to 18 despite the failure of a similar experiment 10 years ago. In the early 1970s about 500 under 21s a year were admitted for three years, but the drop out rate was much higher than among older students.

Report's author challenges Sir Keith over statements to MPs

Youth provision report was 'misrepresented' to Commons

A former senior servant this week accused the Education Secretary of misrepresenting his report to MPs.

Mr Alan Thompson, the retired Department of Education and Science deputy secretary who headed the Government's review of youth provision, is challenging statements made by Sir Keith Joseph about its recommendations.

Announcing the Government's formal response in Parliament last week to the 18-month-old report, Sir Keith repeatedly accused his critics of misunderstanding it.

He claimed the report made no recommendations about youth work

Edited by Mark Jackson

for the unemployed, said there was no evidence that the lack of legislation hampered the youth service, and insisted that its main emphasis was the need for better management.

Mr Thompson told *The TES* this week that it was ridiculous for Sir Keith to suggest that the report did not call for Government action to enable the youth service to help the young unemployed more effectively.

The report had dealt at great length with unemployment as a central issue. "We said, in fact, that the youth service had a vital formative part to play in what we then called the NTI, meaning the Youth Training Scheme, although we might have been a good deal more cautious if we had foreseen how the Government was going to distort the scheme in practice," said Mr Thompson.

The report had made it clear that placing youth work provision on a statutory basis was essential to fulfilling the objectives it had set out. If Sir Keith really believed that this was not relevant to the better management of the youth service's resources, then clearly he did not understand what management was about.

"It is not merely administration: it is about giving clear and creative leadership, and that must come from a policy framework which it is the responsibility of Government to establish."

The Government was insisting on keeping youth work outside the public system and refusing to take the steps necessary to see that its resources were used properly to secure coordinated provision.

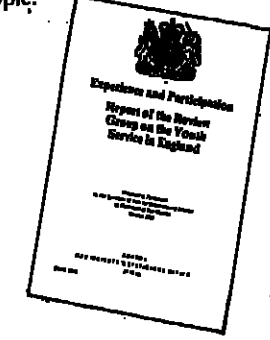
"In effect, what we said was that the youth service would never achieve its full potential without legislation."

Mr Thompson added a number of criticisms of the Government response to the report - in particular, its refusal to designate a minister to be responsible for coordinating the handling of youth matters throughout Whitehall.

It had also failed to include youth work training among the mandatory courses; and had not said anything about social education, community, counselling, and the ethnic minorities - all matters which the report had dealt with at length, he said.

The report had implied that the Government needed to give a lead on these issues, but Sir Keith had told the Commons that its recommendations were addressed to "the field".

Mr Thompson agreed with Mr Giles Radice, the shadow education secretary, who had accused Sir Keith of paying lip service to the needs of young people.



The Thompson Report

head of the department of pharmacology at the University of Leeds, to be vice-chancellor of the University of Buckingham.

PRIZEWINNERS
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Crowle CP School at Crowle, near Scunthorpe, and the Edinburgh Academy were the joint first prize winners of the Lego and Arnolds National Schools Building Competition.

Paul Shuter, of Whitgift School, and James Durrant, of Gresham's School, have won third class prizes, and David Griffiths, of Monmouth School, has won an honourable mention at the Fifteenth International Physics Olympiad for sixth-formers in Sigtuna, Sweden. The 1985 Physics Olympiad will take place in Yugoslavia in June 1986, and interested parties should contact Dr Cyril Isenberg, Physics Laboratory, University of Kent, Canterbury, Kent CT2 7NR.

UNIVERSITY APPOINTMENT
Dr Michael Barrett (below), professor and

head of the department of pharmacology at the University of Leeds, to be vice-chancellor of the University of Buckingham.

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August 31-September 2
Logo and Special Educational Needs - a British Logo User Group course and conference at the Loughborough University of Technology. The main speakers are Professor Seymour Papert, Dr Sylvia Weir and Dr Uri Levan. The fee for members is £65 and for non-members £85. Details from BLUG, Shell Centre for Mathematics, University of Nottingham, NG7 2RD.

SCHOOL TO WORK

AEB life skills test plan 'absurd and immoral'

by Owen Surridge



Tessa Blackstone: 'A level girls have caught up'

Plans to introduce a life skills test by the Associated Examining Board were attacked at the conference of the National Association of Careers and Guidance Teachers in London last week.

Mr Michael Leonard, its president, condemned the new test as "silly, absurd and immoral". He called on the association to fight the proposal, adding: "I cannot understand how a responsible body can even consider such an innovation just as profiling is getting accepted."

He accused the AEB of being "less than honest" about its intentions, and said an earlier protest against the idea had been met with an assurance that it was "only a test" but in subsequent correspondence it was referred to as "the examination".

Mr Leonard said the association would have to move fast. "Unless we succeed in stopping this examination every commercial company in the land will be asking for it. It is an area of concern to the whole staff."

He promised that the association would carry out a fresh survey of schools' careers and guidance. It was also keeping an eye on the youth training service, particularly on the quality of provision following reports that a third of the schemes were not attaining the standards laid down.

Miss Kathy Avent, who retires this year as Inner London's careers inspector, said the numbers of school leavers who rejected the idea of further full-time education was shameful.

She also attacked "academic inflation", the burgeoning of qualifications which meant that entrance qualifications were constantly being raised with unnecessary and even ludicrous zeal by employers and educationalists alike. "We are examination ridden to an extent which startles foreigners," she added. "And virtually all of it is vocational."

Professor Kevin Keohane, Rector of Roehampton Institute, warned of a growing pressure from the Govern-

ment to get the kind of education system it wanted. This could be done through such agencies as the Manpower Services Commission, whose funds through such agencies as the Manpower Services Commission, whose funds would only be provided if the education offered was approved.

Dr Tessa Blackstone, deputy education officer of the Inner London Education Authority, said much of the concern about under achievement of girls was misguided. "The fact is that more girls are taking more subjects at a higher level and doing better than boys in school leaving examinations. At A level girls have caught up," she said, "but opportunities for day release for girls are still very poor and there is a worrying tendency for girls to be under-represented in the new technology courses."

She said, higher education should relax entrance qualifications for mature students. "Access to part-time higher education will be partly resolved for 16 to 19-year-olds by the new scheme coming through but older women will need part-time education release. Employers need to be encouraged to let them go."

It was also time for careers teachers to get parents into schools to widen their traditional horizons, still very marked, about sexual stereotyping.

FEU seeks 17-plus exemption

The 17-plus should give full exemption from the first year of mainstream vocational courses, says the Further Education Unit, the Government-backed agency which first floated the idea of the new qualification.

And the FEU has this week called on the main further education examining bodies to tell schools and colleges how such exemptions can be obtained and to issue advice to employers, parents, and young people.

It says that some changes in the existing vocational courses may be needed.

While many young people who are undecided about their future will be attracted by the broad-based vocational preparation the 17-plus offers, they will expect some guarantee of vocational progression.

The unit says it is disappointed by the way this is dealt with in the consultative paper issued by the joint board of FE examining bodies set up to run the new certificate and warns that there is a real danger the CPVE may be

simply packaged to fit in with the existing norm-referenced academic and vocational examination structures.

The examples of possible uses of the CPVE by various kinds of students which the consultative paper sets out are strongly attacked by the FEU as stereotyping and it is also critical of the Joint Board's suggestion that teachers will only be able to devise purely formative assessments and that the profile which will be the basis of the certificate will cover only the core aims.

For assessments to be effective, says the FEU, the whole of the certificate of pre-vocational education, and not just its core, needs to be stated in terms of aims and objectives. "This has obvious implications for the design of the vocational and additional studies," it points out.

The FEU says it fully supports vocational studies being regarded as an integral part of the CPVE, and recognizes that some sampling of clusters of occupational activities will be necessary.

But it voices strong doubts about the appropriateness of the occupational training families approach which the MSC favours for the Youth Training Scheme.

It warns that the OTFs may hinder youngsters acquiring vocational flexibility and says that there is little sign that employers will take any notice of them outside the YTS. The CPVE should offer much broader ranges of vocational study, urges the FEU.

The 17-plus was condemned as a "fraud by the Socialist Educational Association at the weekend. It is calling on all Labour-controlled local authorities to boycott the new qualification and refuse to allow their schools and colleges to run courses.

The association's executive complains that the proposed courses "lack content" and warns that pupils will be divided at 16 into those who study for A levels and those who are occupied on "this pointless examination".

NOTICEBOARD

PEOPLE
SCHOOL APPOINTMENTS
Ms Maureen Healey, senior mistress at Quirton Kynaston school, to be head of Parliament Hill girls' school, in succession to Mrs Jenny McKean, who is retiring because of ill health.

Mrs Joyce Walters, head of St Mary's School, Cairns, to be head of Clifton High School for girls, in succession to Miss Pamela Birnham, who will retire next Easter.

Miss Marilyn Coulter, housemistress of the junior school at Redden, to be head of Redden Park School, Hampshire from September next year, on the retirement of Miss Mary Macleod.

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Dr Michael Barrett (below), professor and

head of the department of pharmacology at the University of Leeds, to be vice-chancellor of the University of Buckingham.

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The Times British Schools Championship 1983-84

Newcastle boys sweep to the title

by Harry Golombek

The system by which the best four school teams qualify for the semi-finals of the British Schools championship might seem a little hit-or-miss but is the result of the fact that the 500 schools taking part are spread all over the United Kingdom.

The earlier stages are geographical; teams play first in zonal tournaments, the winners of which then play in the interzonal from which the top eight contest quarter-finals to qualify for the July semi-finals in London.

There is little doubt that this year's semi-finalists at the St Ermin's Hotel last week were the four strongest teams. They were last year's winners, Queen Mary's Grammar School, Walsall; the Royal Grammar School, Newcastle; Plymouth College; and St Paul's, London, generally regarded as the favourites.

But, as often happens, there were some upsets. St Paul's were paired with Royal Grammar School, Newcastle, who, being considerably older than their opponents (an average age of 17.4 compared with 15.8) had to win by at least 3½-2½ to qualify for the final, which they duly did.

Individual results were (Newcastle team names first): Board 1 - Andrew Dunn ½ Nicholas von Schlippe ½; Bd 2 - Mark Thornton ½ Harry Dixon ½; Bd 3 - Mark Calverley ½ Michael Arundale ½; Bd 4 - Jonathan Calverley 0 Michael Ross 1; Bd 5 - Martin Hazleton ½ David Stevenson 0; Bd 6 - Paul Dargan ½ Adam Ismael ½.

Some fine chess was played and the prize for the best-played game in the whole event went to Martin Hazleton for his brilliant win over Stevenson.

In the other semi-final the average ages were about the same (Plymouth College 15 years and Queen Mary's 15½) but the match was a close one, with a best game prize.

Plymouth won 4-2. Much fine chess was also played and, in particular, on second board, Christopher Butt won a prize for a best game by a highly original counter-attack.

Match details, with Plymouth names first, were: Board 1 - Andrew Luffman 0 Mark Wheeler 1; Bd 2 - Christopher Butt 1 Darren Wheeler 0; Bd 3 - Timothy Kendall 1 David Burton 0; Bd 4 - Peter Lane 0 Paul Burton 1; Bd 5 - Miles Taverner 1 David Young 0; Bd 6 - Peter Sommer 1 Paul Metcalf 0.

So in the finals the next day the Newcastle players being on average 2 years older than Plymouth, had to win by at least 4-2 and they did this quite emphatically winning 5-1 so taking the championship for the first time.

Individual details with Newcastle names first: Andrew Dunn ½ Andrew Luffman ½; Mark Thornton ½ Christopher Butt 0; Mark Calverley ½ Timothy Kendall ½; Jonathan Calverley 1 Peter Lane 0; Martin Hazleton 1 Miles Taverner 0 and Paul Dargan 1 Peter Sommer 0.

The struggle for third place between Queen Mary's and St Paul's was a close one. Each team had the same average age, 15.8; St Paul's lost on top board, but won on the next three boards and eventually finished up the narrow winners 3½-2½.

Details: Nicholas von Schlippe 0 Mark Wheeler 0; Harry Dixon 1 Darren Wheeler 0; Michael Arundale 1 David Burton 0; Michael Ross 1 Paul Burton 0; David Stevenson 0 David Young 1 and Adam Ismael ½ Paul Metcalf ½.

These were the best fought finals I have seen in the championships. For example, consider the imaginative play which gained for Christopher Butt a best game prize.

White D. Wheeler Black C. Butt. French Defence

1 P-K4 P-K3 2 P-Q4 P-Q4
3 P-QR3 B-N3 4 P-K5 P-QM4
5 P-B3 B-N3 6 P-B4 P-B2

Safe enough, but more aggressive is 7 Q-N4.
7 Q-Q2 N-K2 8 P-QR4 Q-N3
9 Q-Q2 B-Q2 10 B-K2 P-B3
11 K-P2 N-P4 12 B-R3 P-B5
13 Q-R6

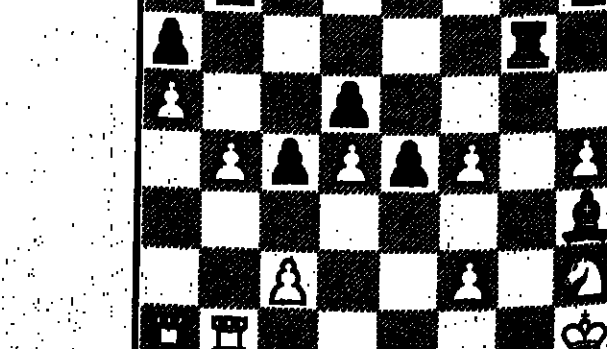
A premature manoeuvre which achieves nothing; better was simply 13 Q-Q4.
13 P-N3 Q-R4 14 P-KR4 Q-B4
15 P-N3 Q-R4 16 Q-Q2 Q-B4

White has lost so much time with this manoeuvre that Black is able to strike back firmly in the centre.
16 P-N4 KR-K1 17 Q-Q4 P-K4
18 B-R3 P-K5 19 P-N2 Q-B2
20 R-R3 P-K5 21 N-R2 P-B4
22 B-R5 R-N1

Threatening simply NxP; hence White has to spend a tempo getting his King into comparative safety.
23 B-N RxB 24 K-R1 QR-N1
25 P-QR5 Q-Q3 26 R-QN1 P-QR3
27 R(R3)-R1 P-B5 28 QxP
29 P-Q

Suddenly it becomes apparent that White's King is in deadly danger.

Position after 29... B-R6



30 B-N1 BxN 31 RxB R-N5
32 RxB BxN 33 RxB R-N5

30 B-N1 BxN 31 RxB R-N5
32 RxB BxN 33 RxB R-N5

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RECENT PUBLICATIONS...

RSPB
Birds and Mathematics is a project guide from the Royal Society for the Protection of Birds, for primary and middle schools. It combines environmental ideas based on birds with topics in the mathematics core. The Study of Owl Pellets is another project guide which aids the identification of bones and skulls found in pellets coughed up by owls. Both guides are available at £3.95 each or 60p for the two from the RSPB Education Department, The Lodge, Sandy, Bedfordshire SG19 2DL.

Cliff and Hilary Climb is a comic-strip designed to encourage young people to think about what it is like to be mentally handicapped. It is available for schools and youth clubs from MENCAP, 123 Golden Lane, London EC1V 0RT, £3 for 100.

Is Your School Changing? is a pack for teachers to use in their schools to monitor progress towards sex equality. Available from the Information Office, Resources and Statistics Branch, ILEA, Adlington Street, London, County Hill, London SE1. Price £1.25 (payable to ILEA) inclusive of p.p.

Loughborough Singing Week Choirs and orchestras from Europe and America will take part in the Loughborough Singing Week organized by the European Federation of Young Choirs and the British Federation of Young Choirs from July 29 to August 6. Workshops for participants will be held throughout the week and there will be several public performances. Details from the Singing Week Office, Loughborough Technical College, Radnor, Loughborough, Leicestershire LE11 3BT.

Scarborough Impressions Gallery in collaboration with Unlited Gallery, Sheffield, and the Crescent Arts Workshop, Scarborough Impressions Gallery is running a photography education programme for children from August 7-24. The programme, on the theme of fire, is for two age groups, 8 to 12 year-olds and 13 to 16 year-olds. Workshops and materials are free, but places are limited.

Tate Gallery Children's tours for 8 to 15-year-olds will take place on August 7, 9, 14, 16, 21, 23, 28.

Compiled by Mary Cruickshank

School officials have a medical complaint

UNITED STATES

Peter David on the significance of a Supreme Court ruling for the education of handicapped students

In a decision which could have far-reaching consequences for the education of handicapped children, the United States Supreme Court has ruled that schools must provide catheterization services for handicapped children who need them.

Its unanimous ruling this month followed a five-year legal battle, by the parents of an eight-year-old spina bifida schoolgirl to persuade her local school board in Texas to provide catheterization so she could attend an ordinary school.

To avoid damage to her kidneys, Amber Tatro must have her bladder drained every three or four hours by the insertion of a catheter into the urethra. This process can be performed in a few minutes by someone with less than an hour's training.

At issue in the case was the scope of the United States' controversial 1975 Education for All Handicapped Children Act. Under this school districts have to provide a "free appropriate public education" to all handicapped children, including "related services" to help them attend ordinary schools.

Amber Tatro's case was seen by school administrators and the parents of handicapped children as a major test of the scope of the law.

The Irving school board in Texas, supported by the National School Boards Association (NSBA), claimed that catheterization was, in effect, medical treatment, which schools would not be able to provide without incurring disproportionate costs.

But the Supreme Court pointed out that the procedure was not generally administered by a doctor, and that Amber's parents, babysitter and teen-



Handicapped children... the law provides for a free education including 'related services'

age brother were all qualified to do so. And in time, the Court added, Amber would be able to insert the catheter.

Supreme Justice Warren Burger said Congress had passed the 1975 Act primarily to give handicapped children "meaningful" access to public education.

He added: "A service that enables a handicapped child to remain at school during the day is an important means of providing the child with the meaningful access to education that

Congress envisaged. "Services like intermittent catheterization that permit a child to remain at school during the day are no less related to the effort to educate than are services that enable the child to reach, enter, or exit the school".

This ruling could have widespread financial consequences for schools, many of which will now have to recruit nurses to administer catheterization if teachers are unwilling or unable to do so.

But its impact will be even greater if parents of children with greater disabilities are encouraged to demand more sophisticated special services.

The uncertainty about the definition of medical services will now make more difficult the task of school boards trying to meet the needs of America's estimated four million schoolchildren.

As a result of the Act, states already have to place handicapped children in the same institutions as the non-handicapped wherever possible. Special classes or special schools are only allowed when the handicap is so severe that teaching in regular classes, even with the use of supplementary services, proves impossible.

Some states say they should be free to form their own philosophy towards the education of the handicapped. And school boards argue that the "mainstreaming" approach cannot work properly without massive increases in spending on equipment and more crucially - teacher training.

According to the Education Department, about 60,000 extra teachers are required to staff special education programmes.

What particularly angers the school boards is that the Federal government has not yet backed its legislation with enough money to relieve the enormous financial pressure on local areas. In 1983-1984, for example, Washington allocated just over \$1,000 million (£770m) under the Act - only about 8 per cent of the extra costs incurred by a school board in educating handicapped students.

Japanese history 'still distorted'

CHINA

China claims that Japanese school history textbooks, revised after it protested that they distorted and played down wartime atrocities by the Japanese Army, still contain many passages which are inaccurate and untrue.

The dispute, which threatened to upset the otherwise good relationship between the two countries, arose in 1982, when China attacked the Japanese Education Ministry for censoring new editions of the textbooks by cutting out many references critical of Japan's war against China from 1937 to 1945.

China accused Japanese "militarists" of "tampering with history", and of "a deliberate distortion of facts" which sought to mislead the young and even "showed responsibility" for some atrocities on to the Chinese. China

complained that references to acts of rape, looting and arson committed by Japanese troops had been deleted. Following the protests from China, and from South and North Korea, Japan undertook to correct the controversial passages and the first of the revised books, which schools will use from next spring, were completed at the beginning of this month.

Qi Huaiyuan, Information Director of China's Foreign Ministry, said that there appeared to be improvements in the text, and for this China should give due credit. But, he added, it was regrettable that some events have still not been correctly described. China hoped the Japanese would keep their word and observe their commitment of 1982 "to educate the younger generation with correct historical facts".

The official Chinese news agency, Xinhua, gave examples of passages which it said remained unaltered, including references to the Japanese

"advance" rather than "aggression". It also complained at the deletion of many "elaborations of historical facts". The Japanese news agency, Kyodo, quoted Japanese officials as saying that references to the infamous "Raid" unit and its biological warfare against China, and a picture of Japanese soldiers burying alive a group of Chinese, had been omitted because they were from as yet unpublished academic works.

Xinhua also said that a preface written by the textbooks' authors, which explained how previous distortions had led to protests from other Asian countries, had been removed by the Japanese Education Ministry, which said the issue was not an important problem.

Jane Marshall

Private education demos planned

ITALY

The state v. private education debate is once again front-page news in Italy. The country's Roman Catholic organizations are preparing to stage marches in Milan and Rome that will emulate those held in Versailles and Paris by opponents of the French Government's plans for reforming private schools.

The French example was not alone, however, in giving the Christian Democratic campaign for public financing of private schools new impetus. Pope John Paul II recently pronounced that every Christian family

has the right to exercise religious freedom in its choice of school, with no discrimination from public administration and without incurring extra expense.

At the bottom of the age-old quarrel is the ambiguity of the Constitution itself. The article concerning education states that private organizations have the right to set up schools, but at no expense to the state. It then goes on to say that the law will guarantee equality of treatment of private and state school students.

Supporters of private schools read "equality of treatment" to include equality of financing and have armed themselves with the necessary legal

drafts and proposals. The detractors, while acknowledging the paragraph that voices state funding and are also calling for more stringent legislation governing the many private "fly-by-night" diploma factories, most of which are lay money-making enterprises.

With few exceptions, Italy's private schools are run by Roman Catholic Orders and account for about 25 per cent of the *scuole materne* (schools for children of working mothers), and an average of about 5 per cent of the elementary, middle and secondary schools.

Rita di Giuseppe

Hilary Wilce previews a Commonwealth summit in Cyprus

Cash and jobs top ministers' agenda

Lack of money and jobs will be uppermost in the minds of Commonwealth education ministers when they meet in Cyprus next week.

For many of the 49 Commonwealth countries the financial climate has worsened considerably since they last met, in Sri Lanka in 1980.

Of the three main topics on the agenda, one concerns how to put resources to their most cost-effective use, and another concerns the urgent problems of youth unemployment. The third, a matter of perennial Commonwealth interest, concerns student mobility and fee levels for overseas students.

In looking at how resources can best be used, the ministers will have before them numerous strategies, from the multi-use of schools, as in Barbados, and the use of double or triple school shifts, as in Malaysia, to Zimbabwe's successful low-cost programmes of teacher training and science-kit production.

They will also examine the possibilities of transferring financial responsibilities from governments, by allowing the growth of private schooling, for example, or by introducing student loan schemes.

Discussions of youth unemployment are likely to focus less on practical proposals, more on general policy questions - how closely should education and training be linked, and how far should education services provide for the young and workless?

In discussing student mobility, the ministers will have before them the recommendations of the recently-published third report of the Commonwealth Committee on Student Mobility.

The committee, chaired by Sir Roy Marshall, vice-chancellor of Hull University, says that differential fee charges can cause bad feeling between home and overseas students, and may be causing entry standards to drop.

It recommends that differentials between home and overseas students be reduced, and that Commonwealth countries wanting to raise their fee levels should consult with those Commonwealth countries most likely to be affected. A more generous system of student awards is also called for.

Discussions in Cyprus will have in mind the outcome of the New Delhi Commonwealth Heads of Government conference, which reaffirmed the need for student mobility and interchange in the Commonwealth. The ministers will also have before them a letter from Sir Shridath Ramphal, the Commonwealth secretary-general, urging an expansion of the Commonwealth Scholarship and Fellowship Plan from its present level of something over 1,000 places to 1,500.

A move in this direction is expected, if only because Britain, in expanding its own contribution by 150 awards last year, now contributes an unbalanced 60 per cent of the programme.

The last ministers' meeting was marked by bitterness at Britain's then-recent decision to charge overseas students full-cost fees. The British delegation to this conference, led by Mr Peter Brooke, Under-Secretary for Education, can expect a slightly easier ride, although many countries in the Commonwealth are still smarting at what they see as a blow to their historic cultural ties with Britain.

The Commonwealth continues to grow - half a dozen more countries have joined since the Sri Lanka meeting - but core education funds remain level at about £200,000. This money is used to fund a programme of seminars and conferences, surveys, exchanges and publications.

Education also plays a part in Commonwealth special programmes for young people and women, and higher education links are maintained through the Association of Commonwealth Universities and the Commonwealth Association of Polytechnics in Africa.

Britain fails to cash in on micro advantage

Britain leads the world in the use of microcomputers in schools and in computer assisted language learning, but this lead is not being exploited. Sir John Burgh, director-general of the British Council, told the Commonwealth Foreign Affairs Select Committee last week that the Council knew of 30 countries that were interested in Britain's expertise in this area, but budget restraints meant it could only afford to spend about £500,000 a year in the area of information technology.

Computer assisted language learning is another area where we in Britain are in the lead, and where because of lack of funds we are not able to take full advantage of this," Sir John said.

He told the committee that the British Council's budget had been cut by almost 20 per cent since 1978. Cuts of 12 to 15 per cent might have been justified, he suggested, "but now the machine itself is creaking".

A briefing paper prepared by the Council for the committee suggests that if some additional funding were available it would be spent on opening offices in Brunel, Francophone West Africa and the Caribbean, and developing closer ties with the Horn of Africa and Latin America.



Sir John Burgh... budget restraints

More academic and scientific exchanges could be funded between Britain and China, Brazil, Mexico, Turkey and Algeria, and English language teaching institutes could be opened in countries such as Kenya, Nigeria, Ivory Coast, Sri Lanka, Philippines and Mauritius.

Sir John also protested strongly against the financial uncertainty faced by the Council, which, he said, made sensible planning impossible.

This came about both from not knowing the extent to which the Council would be reimbursed for the higher rate of inflation overseas, and from not knowing to what extent supplementary money could be carried over to the next financial year.

The cuts on the Council and the introduction of full-cost fees for overseas students had both had a damaging effect on overseas relations, he said. The student fees decision had had a wide-ranging repercussions. "There is not a single country in which I've travelled where this subject has not been raised in tones of hostility or great resentment," he said.

In Malaysia this year, the Malaysian cultural attaché had told him that full-cost fees were introduced in Britain the number of Malaysian students who had gone to Canada had shot up from 400 to 8,000, Sir John said.

Other countries attached enormous importance to attracting foreign students, he pointed out, "not least the Eastern Bloc".

Last year the Council brought 22,200 people to Britain from 100 countries and sent 10,000 people overseas, according to its annual report, published last week.

It was also announced that Sir David Orr, chairman and chief executive of the Council, is to become the new chairman of the British Council from next January, when Sir Charles Thompson retires.

Hilary Wilce

Straightening Lincolnshire's new school TIE

Sir - I was very pleased to read (TES, June 15) of the good progress made by Lincolnshire in the development of school/industry links in the various schemes mentioned in the article. I am even more pleased to learn that Lincolnshire is making progress into Training Industry and Education (TIE) and has achieved 24 twins to date, in addition to a resources directory.

We can all benefit by learning about the "good practices" of others by a variety of means including the distribution of a video, but in this part of the world Lincolnshire could be in danger of teaching grandmothers to suck eggs. I write both as a SATRO leader and as a chairman of Bradford and West Yorkshire branch of the British Institute of Management. Some of your readers may have forgotten that TIE, organized jointly by I.E.A. and the BIM branch, began in Sheffield several years ago, actively encouraged by Michael Harrison, and had 28 twins operating earlier this year. There may be more by now.

TIE in West Yorkshire, following Sheffield's example, began three years ago and, as a result of excellent cooperation between the five I.E.A.s, BIM, three chambers of commerce and industry, and the firms themselves, West Yorkshire now has 68 twins in operation. We hope to be in the vanguard of the campaign to extend TIE to every school in the

country, which will be a key feature of Industry Year 1986.

We are, however, very conscious that the quality of joint efforts and activities is as important as totals. We shall, therefore, be encouraging more good practices of the sort Lincolnshire proposes through reports and case studies. As an example of what has already been achieved through TIE, Corpus Christi School, Leeds, has developed a first class technology centre, in which apprentices from their industrial twin and Leeds Polytechnic students work together on technological projects. The stimulation of these joint ventures has spread to all those involved.

Lastly, while Lincolnshire's programmes are very good, they are unlikely to reach full fruition or meet all the needs of pupils and teachers until they repair the omission of a Science and Technology Regional Organization.

MAJOR H G WOODS
Head
Centre for Industrial Liaison
The Polytechnic
Queensgate
Huddersfield

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.



Science might be more attractive to girls if its personal and humanitarian aspects were emphasized.

Recycling stores

Sir - The letter from your engineer reader C J Jones (TES, May 18) is an interesting one, and the sentiments expressed deserve a constructive reply.

As one of the 40 SATRO leaders in Britain (SATRO - Science and Technology Regional Organization), and also an engineer, it is music to the ears to read of a practising engineer who thinks like this and who will take the initiative in such a matter. However, I should point out that many of the older SATROs have opened recycling stores in which they collect the type of scrap mentioned, sort it, bin it, notify schools of availability and then pass requested items on to schools for project work. Perhaps the main problem in this exercise is the technician support and organization required.

Mr Jones may be interested in what we are doing in Durham SATRO. As a new SATRO we recognized the potential of such material being available and the need in schools for project support material. A few of the indus-

trial members on our SATRO council passed components to us but we could not handle the storage, sorting, binning, and listing for notification to schools. We are now well advanced towards solving the problems, as the local ITEC (Information Technology Education Centre), run by Durham City Council, is cooperating. A lovely room for display of equipment is now available and a start has been made by the ITEC trainees to organize the collection and recycling with the various elements arranged, mainly with computer support, as a live training project for the ITEC trainees.

The benefits to all parties are at once obvious and very soon we hope to be providing, thanks to all those helping, valuable support for the increased project type work which will be taking place in Durham schools, particularly in the areas of: British School Technology; Technical and Vocational Education Initiative (TVEI); Education for Enterprise; engineering clubs; chemistry clubs.

TOM MOFFAT
Coordinator
Durham SATRO

Image problems

Sir - The report by Hilary Wilce (TES, June 29) on the findings of the GATE project at Chelsea College, implies that these throw doubt on the initiative of Women Into Science and Engineering Year. On the contrary, they reinforce much of the message of WISE Year.

Many of us who have been active in transmitting the message of WISE Year have emphasized that the presentation of science and technology to girls, in the schools and through the Science and Technology Regional Organizations and similar organizations, needs considerable revision in order to place emphasis on personal and humanitarian aspects. Such a change would benefit many boys also.

PROFESSOR DAPHNE F JACKSON
President
The Women's Engineering Society
Dean of Faculty of Science
University of Surrey

Age advantage

Sir - Last September the primary school of which I am head was faced with the task of admitting 11 four-year-olds, this represented an unusually large intake in a Group 1 school. It coincided with the authority's new blanket admission policy and only one of these 11 children reached his fifth birthday before last Christmas; while, on average, the whole group did not become five until this month.

Cumbria officially encourages and expects parents to send their nursery age children into full-time education by the autumn half-term at the latest, although parents are reminded that legally it is not necessary to attend

school at all until the term after the fifth birthday. Peer group pressures, among parents, tend to reinforce the former option.

Your correspondent Janet E Wilson (TES, June 29) is absolutely right in her definition of the impossible equality. Children will not, presumably, all be born on the same day; at least not in the foreseeable future. They do, however, all take their school-leaving exams on the same day and I understand no age weighting applies as it does in educational tests. This must be to the disadvantage of summer born children whatever their original age of infant entry. Will the new exams provide for this human discrepancy?

I suspect there are many pupils who

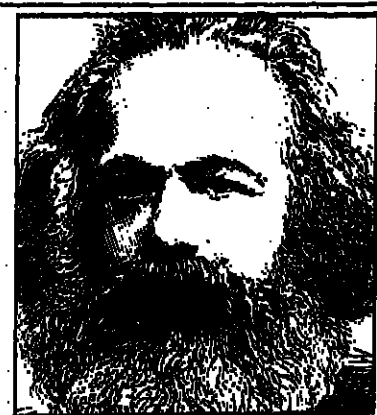
OU and Marx

Sir - As an Open University student who studied the social sciences foundation course, D102, last year, I am writing in response to the article on Marxist imbalance in this course. (TES, July 6).

Firstly, I suggest that some people notice the Marxist ideas particularly, because they are unfamiliar. I have met two students who thought there was such a bias, and they reacted by moving further to the political Right - which should suit this Government. Secondly, one of the main themes of D102 is competing perspectives, and Marx's theories are used as an example of a structuralist view, as opposed to an individualist one (such as Alfred Marshall's).

I think the point of the course's economic block is not to teach students about how the British economy works, but rather to make the student aware of the assumptions upon which different economic theories are based. And as for "little conception of the extent of its own ignorance" - it's probably awareness of that which leads many OU students to study in the first place.

While studying D102, I remarked to several friends that I thought that if the present Government could interfere with - even ban - social sciences courses, they would. Why? Because if more people had access to these courses, they might invest more information in their vote, and then it might be that a Conservative government would not be so likely to be elected. In my opinion, the voting



Karl Marx: moving some students further to the Right.

apathy in the General and Euro elections is largely due to political ignorance, with a consequent lack of insight into, and concern over, issues and the policies adopted to deal with them.

And as for Mr Hancock's patronizing assumption that OU students are "inexperienced and lacking access to other forms of instruction" - How does he know? The stand he is taking over this issue breaks some of the basic tenets of Tory politics - to wit - that people know what their interests are, actively pursue them, and have equal access to information.

Sapere aude - if you're allowed the opportunity.

HEATHER JONES
79 Catherine Way
Bathaston
Bath
Avon

Boxing safe

Sir - With regard to your Comment "Noble Art or GBH?" (TES, July 6), I do hope that you will give me a chance to put forward our plea on behalf of our major Olympic sport of amateur boxing which has always been known as the scientific art.

We in amateur boxing believe that young boys and men should be allowed to take part in any physical activity of their choice, without interference from any organization. The freedom of choice has always been cherished by us.

We have fewer injuries in amateur boxing than many of our national games in Great Britain and we are geared to the protection of the participant. The safety aspect is uppermost in our minds and the referee's Rule One is the protection of the boxer.

We also play a very active community role in society. We cater mainly for young boys and men from the lower income groups. That is why we are very strong in Liverpool, the North-east, London and the Midlands. We teach them how to use aggression in a controlled, disciplined and sportsmanlike way, rather than in other ways.

Our sport is medically controlled. We have nearly 1,000 clubs throughout England with separate ABA organizations in Scotland, Wales and Ireland.

LEN MILLS
Secretary
Amateur Boxing Association
of England
Rushes Street
London SW1

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Caning decision bears the marks of cowardice



Exploring Egypt

Sir - "The British Museum always gives problems to educationists". James Brownish claims in his piece about the BBC radiovision programme, *A Place in History* (TES, June 29). He goes on to suggest that the galleries are out-dated (in fact the major downstairs gallery reopened in September 1981, after being completely re-designed) and that "it is not easy to take in a great deal".

If teachers are not put off by these inaccurate platitudes they might like to contact us for an Ancient Egypt teachers' pack, which includes two extensive trails aimed at helping children to select thematically from the collections ("Animals in Ancient Egypt" and "Hunt the Hieroglyphs") and a teachers' book on the new Egyptian Sculpture Gallery. British Museum Publications has recently published two extremely useful books, on *Egyptian Sculpture* and *Mummies*, price £2.95 at the museum, or £4.95 from other bookshops.

We are always happy to help teachers plan their visits to the museum, and, in the light of teachers' comments, to improve the service that we offer, so far as we can.

JOHN REEVE
Education officer
The British Museum
London WC1

Sir - I agree with the National Association of Head Teachers that the proposed legislation to bring this country into line with the judgments of the European Court of Human Rights on corporal punishment is nonsensical (TES, July 6). It bears all the marks of an administration responding to the latest pressure group and too cowardly to accept responsibility for its own decisions.

I disagree with the National Association of Head Teachers about what should be done now. The "law and order" brigade have failed to keep up with the times. Schools are no longer places of fear where children work as if

they were inflammable liquid corked up in a temporarily secure bottle. Years and years ago, in schools where this was the case the significant thing was that when children were released from their bottles - uncorked - they sometimes ran amok, on school visits for example. One does not hear much of this nowadays and there are many, many more school visits.

Curriculum development is important. No doubt about that. But of equal importance is the way in which children are treated in our schools. The responsible adults that all societies require are bred in part in our schools.

The award winning play "Another Country" shows us the price that we pay for failure in our schools. In this case in the independent schools. We have to treat children, always, as young people on their way to adulthood. Nothing else will do.

The proper step is for the Government to grasp the nettle and outlaw the cane from our schools.

M E HUTCHINSON
Headmaster
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Coningsworth Road
Carlton
Nottingham

Far from feudal

Sir - I think that Christopher Price, at the very least, guilty of gross over-simplification when he describes Wiltshire as "feudal" (TES, July 6).

It is true that we have our quiet backwaters and our reactionary committees dominated by retired officers and women in blue hats. We also have, some would say, capitulation set at medieval levels.

On the other hand, Wiltshire education service also has more than its quota of highly professional, enthusiastic and committed personnel.

Christopher Price would not have looked far in the county to find the enlightened and the progressive. The authority has a heavy commitment to in-service training and substantial funding of supply teachers to support it.

In the field of computers, Wiltshire is one of the leaders especially in the development of the use of computers in primary schools. This is backed up with financial support through in-service training and the distribution of free disk-drives and software.

The primary phase of education is particularly good. There is an over-stretched but nevertheless strong advisory support team committed to child-centred education and it supports and encourages good practice and curriculum innovation. It has a remarkably good library and museum service. It also has carefully conceived special educational needs provision.

I can understand Christopher Price jumping to the conclusion he did after a visit to Salisbury. (Salisbury does rather stick out like a horse trough at the M4), but to wrongly damn Wiltshire in the national press is not only unfair but potentially damaging. He should base his judgments on more substantial evidence. On your bike Mr Price.

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Swindon
Wilts

Union recruitment

Sir - Please allow me three unconnected comments on Richard Garner's interesting piece about union membership claims in the wake of the salary dispute (TES, July 6).

Firstly, it should come as no surprise to anyone that all the unions have increased their membership as a result of recent events. Whenever disruption is introduced as a negotiating tactic in schools, it is a make-up-your-mind-time for teachers, most of whom are quite content vaguely to associate themselves with any one of the existing unions without looking too closely at their industrial relations strategies until the moment comes for personal involvement.

All four of the unions which cater for the ordinary classroom teacher have both lost and gained some members in recent months as individuals have decided where they stand. The gains have partly come as a result of people

who have dropped out of membership for economic reasons suddenly finding it prudent to get the full protection of an organization around them.

Secondly, I found the comment of the deputy general secretary of the Assistant Masters and Mistresses Association that it is "mildly disreputable" for the Professional Association of Teachers to encourage recruits when it voted with the other unions to reject 4.5 per cent both amusing and sad. It is amusing because it so splendidly illustrates the AMMA strategy of using words which cloak aggression in the garb of moderation. The same applies, of course, to their policies. It is sad because of the utterly naïve assumption which lies behind Peter Smith's statement, namely that anyone who thought 4.5 per cent was not a high enough salary offer was bound automatically to believe at the same time in the disruption of schools as the only right and proper means of securing arbitration.

Anyone who believes in this day and

age that disruption is the only way of securing justice is living in the industrial relations equivalent of the Middle Ages.

Thirdly, my eye was drawn to Richard Garner's reference to all six of the teachers' unions represented on the Burnham Committee. There are, of course, seven unions on the teachers' panel, the other one being the National Association of Teachers in Further and Higher Education. It is useful to have attention drawn to the fact that NATFHE is not a teachers' union. It follows that there is no justification whatsoever for its having a seat which simply gives the NUT the one extra vote it needs to outnumber all the other unions combined. Something ought to be done about that at the next Burnham review.

PETER DAWSON
Professional Association
of Teachers
99 Friar Gate
Derby

TALKBACK

Skills network

MARGARET ROBSON

A number of teachers of English as a second language have come to see their role as enabling black people to develop their skills, knowledge and confidence to combat racism and disadvantage. For these teachers, the question is not just one of supporting ethnic minority children through the mainstream curriculum but of ensuring that the curriculum reflects the needs and interests of the whole multiracial community on the basis of a sound awareness and sensitivity to language and culture by all staff. In this sense, while elements of special provision will

always be important, the emphasis is moving away from enabling ethnic minority students to tackle the existing curriculum, to initiating changes within the curriculum which will make it more supportive of those students in effect towards a more student-centred curriculum.

In 1978 Shipley College began a special project for 16 to 19 year-old ethnic minority young people who would not normally gain access to FE. The need to devise a curriculum which would cater for the diverse needs of this group led to the integration of various aspects of ESL teaching - study skills, personal development, and political literacy - with general language development.

Three broad purposes for communication were assumed: academic or study purposes, vocational purposes, and social purposes, involving the communication demands of everyday life. Skills were categorized into

our areas: access, transfer, product and process.

Access skills involve knowing how or where to go for advice, information and redress, as well as understanding information in a variety of forms. Transfer skills involve transferring from one mode to another (for example aural-visual) as well as from one person to another (for example interpreting). They also involve selecting and ordering information for a particular purpose. Product skills involve the expression of information in a variety of forms.

Process skills include the communication skills element involved in the development of personal and social skills, as well as political skills to operate with others to achieve common aims. They also involve the ability to generalize the relevance of information, skills and concepts acquired in one context for use in another.

This framework for communications teaching has helped us in two main areas. It has enabled us to devise a programme of language support across a range of mainstream academic and vocational courses, since it identifies key skills and language functions for particular purposes. It has also helped us to integrate the communication skills programme with a more general programme of personal development, in particular allowing us to raise issues such as race in a structured way in the classroom.

Now a new research project, *Developing Communication Skills for a Multiracial Society*, funded by the Further Education Unit, aims to explore further the application of the framework in these two areas.

The project will research the communication demands of different subject areas and devise appropriate second language materials. It also aims

to devise anti-racist teaching materials and strategies for use with a range of students; work given greater urgency by the recent research findings from Birmingham University which indicate that support for extreme right-wing parties is dramatically increasing among 15 and 16-year-olds.

Bradford members of the National Union of Teachers report similar trends. This aspect of the project will draw on the work of the Anti-Racist Working Party at the college, and will link closely with a pilot race awareness training programme for the YTS trainees being run through the council's unemployment unit.

The project aims to establish a network of FE contacts willing to test both language support and anti-racist teaching materials. Anyone interested in becoming involved in this is asked to contact Margaret Robson, at Shipley College. Telephone Bradford 59531.

Basic tools

HILARY GASKIN

Jasper Kay's article *Goodbye to All That* (TES June 29), made a great many points about our present secondary school system which invite discussion.

His first complaint is that 20th century comprehensive schools are following a 19th century grammar school curriculum, one "based on academic work". As he puts it, "our basic tools are books, papers and pens. And yet for many children these things are of comparatively little importance." Mr Kay's implication is that teachers should accommodate these children rather than vice versa. Yet if nobody had taught Mr Kay to find these things important, he might now be a great deal less able to think deeply about the situation he finds himself in, and to communicate his thoughts clearly on paper.

"What are secondary schools trying to do?", he asks. He laments the divisions of the time-table, the divisions of the school day, the exam system and the lack of emphasis on the practical aspects of all subjects. To answer these in turn, children need and thrive on a variety of teachers and approaches, and it is surely a much kinder system to allow them to put a subject down after an hour or so, and take up another one. When I was at school (not all that long ago) I found science difficult, and the idea of spending an entire day, let alone a week, doing nothing else would have made my blood run cold.

The biggest hindrance to all real education, according to Mr Kay, is the "exam system" which "records only a certain type of skill and ignores many other much more important qualities". The exam system may well ignore certain qualities, but the idea that these are the more important ones is all too prevalent and needs to be roundly refuted. They are simply different.

Exams test a pupil's ability to perform well under pressure, a skill which is certainly tested in real life (most of us learn to drive, among other

things) and which also forms a crucial part of higher education. Mr Kay talks of "an end to all exams except for those pupils going on to further or higher education", but he does not tell us how he would propose to identify the pupils bright enough to sit these exams - or implement such a divisive plan within the comprehensive system. Nor does he confront the possibility that exams might actually galvanize a pupil into reaching the standard required by further or higher education.

This brings us to a crucial question, raised indirectly by Mr Kay's article: if secondary schools change their system to focus much less on "academic" work in the traditional sense and much more on the practical, what do colleges and universities do then? Do they change their systems? The problem that secondary schools face is that pupils are growing more used to hearing words from a television than to seeing them on a page; the result of this is that they are becoming more resistant to the "book-based", traditional methods of teaching in schools. But if the schools accommodate themselves to this trend, rather than continue to supply the written word, then it simply means that the best is being lost to the

next stage of the education system.

In the Scottish Higher exam in my subject, music, the academic aspects are gradually being made optional, which means that pupils will start hearing music at college and university lacking the most basic techniques of writing music. This will place the colleges and universities in an impossible position. But then Mr Kay possibly won't be aware that academic work goes on in music at all. He pays students of music the backhanded compliment of including their subject in "the enormous field of leisure".

Hilary Gaskin researches and teaches music in Cambridge

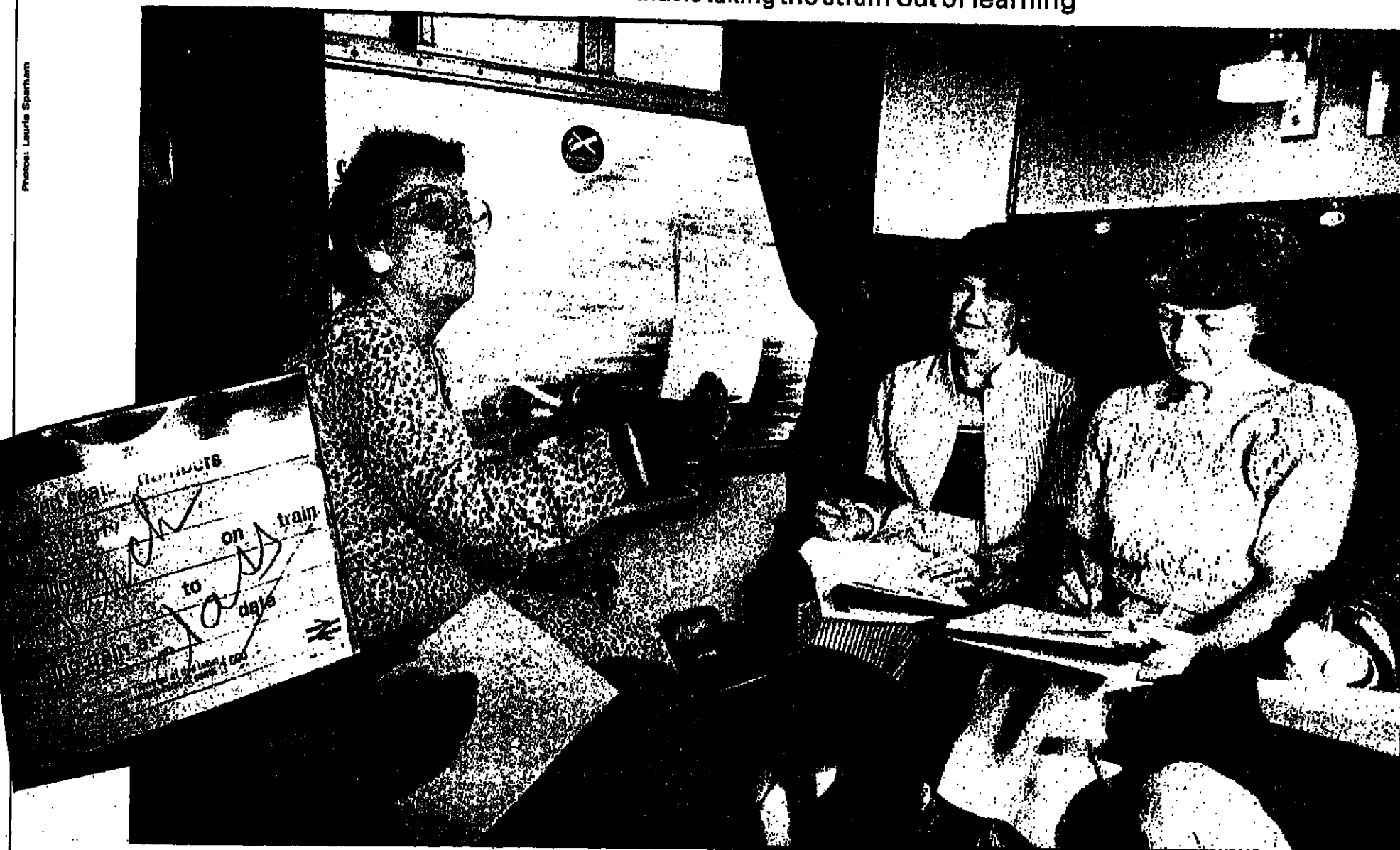
Exam howlers

Exams may come, exams may go or be merged with others, but the exam howler lives on forever. The TES is anxious that these traditional delights should not go unrecorded and would be delighted to receive details of the choicest examples, whether from this year's crop or an older vintage. Please address them to Exam Howlers, The TES, Priory House, St John's Lane, London EC1M 4BX.



The brain train

Nick Baker catches the 07.55 that is taking the strain out of learning



6 The advantages of body contact with one's students... and steamed up windows as makeshift blackboards

Commuters are members of a strange sect who voluntarily devote a disproportionate amount of time to doing little or nothing, often under very uncomfortable conditions. Many of them observe strict vows of silence. The very pious perform private acts of penance over stock market figures or crossword puzzles. The odd bowler hat - mark of extreme orthodoxy - can still be seen on some trains. The commuter's only faith is a naïve belief in punctual arrival at his or her destination.

Within the sect, a radical (some would say heretical) group has sprung up. Although it is still small - about five to six hundred in comparison to an estimated million who still keep the old faith - its beliefs are extreme. The group, officially called Commuter Study Clubs and unofficially the Brain Train, devotes one or more mornings a week to education.

Commuter Study Clubs are the brainchild of social anthropologist Pamela Le Pelley. In 1977, Michael Young, now Lord Young, founder of the Consumer's Association and one of the moving spirits behind the Open University, suggested the idea to Mrs Le Pelley, who initially undertook surveys on the 7.54 Cambridge to London train, asking commuters whether they would like to learn or teach on their daily journeys.

Based on the results to her questionnaires, she held an inaugural meeting in an open carriage. She found 16 tutors on one train alone offering subjects which included economics, French, law, geography, political science, architecture, photography and computers. Some subjects, like knowledge of antiques, had enough potential students to form a number of classes, but no volunteer tutors.

By contrast, the photography group found it had all volunteer tutors and no students. Nine initial groups were formed with the willing participation of British Rail and the help of a Cambridge Community officer, who provided the antiques group with the luxury of a series of visiting lectures. Antiques students were soon to be seen handling round valuable pieces of silverware and porcelain as their train rocked them towards Liverpool Street. Incredibly, these have been no breakages reported from any antiques class.

By June 1983, thanks to Mrs Le Pelley's tireless devotion to surveying early morning trains in England and Scotland, the list of subjects that could be studied included tracing your family

history, personnel management, first aid, Arabic, bridge, computer science and portrait painting. Japanese was (and still is) much in demand.

Although the ethos of the Brain Train is one of self help, with tutors volunteering to teach and groups forming on an informal basis, there was a growing need in some areas, particularly in modern languages, for tutors.

The Department of Continuing Education at the University of Sussex provided the first professional tutor - again in antiques - and since then the number of professional tutors has grown. There's even a small amount of pedagogic theory being developed in train teaching.

For example, Dr John Felwell, extramural lecturer at Kent and Sussex universities writes enthusiastically in *The Tutor's Bulletin for Adult Education* about the advantages of body contact with one's students, as well as eye contact, finding that "knee, thigh and trunk contact" can be very useful. Dr Felwell also sings the praises of steamed up windows as makeshift blackboards. One wonders how the windows got steamed up in the first place.

Mrs Le Pelley's researches have resulted in some interesting insights into human behaviour. Non-student commuters, isolated in classroom compartments often find themselves joining in the lessons. One such started by being belligerent about the way his train was being taken over, then started to take an interest in an antiques class, transferred to world affairs and eventually took O level and passed with an A grade.

Another passenger on a Southport to Liverpool train, inspired by the atmosphere or environment, began to deliver sermons to commuters and was warned by British Rail of possible prosecution for breach of the peace.

Generally, Mrs Le Pelley finds that the earlier the train, the more willing its passengers are to learn. She ascribes this to the fact that the

younger the commuter, the likelier he is to have to be at his post first, and to the belief that youth and the desire to study go together.

Mrs Lippa, who teaches French four times a week on Brighton to London trains doesn't necessarily agree with this theory. In practice, she feels that her ideal student is married, settled and less likely to have been out on the razzle the night before her class.

All of her students on the 8.15 Brighton to London train look wide awake. As they arrive, they greet their classmates and teacher with a cheery "Bonjour". Mrs Lippa has boarded the train at 7.55, posted "reserved" stickers on the windows of the rear-most second class compartment, laid out on each seat a free copy of *Jours de France*, the French colour magazine (provided courtesy of W H Smith) and sorted out her papers ready for the hour long class.

Her pupils include Gerry, a freelance window dresser on his way to decorate the window of a shirt maker in Jermyn Street; Olive, the secretary to the principal of the Civil Service College; Jerome, a systems analyst; Julie, a civil servant at the Foreign Office; Roy, a solicitor who excuses himself from the class after the first half hour to prepare a case and Gholam, a film editor, who wants to learn French to improve his understanding of French films.

Mrs Lippa is professional in all senses of the word. A French woman who has lived in Britain for 30 years, she has extensive experience teaching in secondary schools and is now employed by the University of Sussex to teach two classes on the Brain Train, both in twice-weekly sessions. Although she describes this class as one for "good beginners" there's an evident variety of development in her pupils. Julie from the FO has used her French to work abroad and is very fluent. Gholam, the film editor with a penchant for Truffaut, is starting from scratch and making

good headway. Students pay an economical £13 for 20 lessons because Mrs Lippa is employed on a professional basis.

The morning's class is anything but a gentle hour's French conversation. It starts with a brief talk about the D-Day landings. Like any good modern language teacher, Mrs Lippa tries to link at least part of her teaching to current events. Then it's down to basics, with some concentrated practice on those old favourites, days of the month, months of the year, counting, dates, the alphabet and spelling in French. Mrs Lippa is adamant about articulation and pronunciation, raising her voice and enunciating through the noise of tunnels and trains passing in the opposite direction. At stations, she stands with her back to door to keep out unwanted non-students. Luckily, the train isn't that crowded but the odd dark suit occasionally peers in and is presumably put off by the atmosphere of concentration and the notebooks and folders on display.

After some exercise on the possessive in French (confirming long-held beliefs that French people are more possessive about pens than anything else in the world - whenever the possessive is discussed it's always "whose pen is this?") we get down to the main course, a short poem about a love letter. Gerry is asked to read it and does so beautifully. He glows with pride as Mrs Lippa congratulates him on his accent. The poem is discussed at Croydon, translated by the time we reach Clapham Junction and just as we pull in to Victoria, Mrs Lippa is issuing the instruction that it should be learnt by heart in preparation for Friday's lesson.

There's little doubt that as a way of making an otherwise tedious journey pass quickly, this form of learning is very useful. Were it not for Mrs Lippa and Mrs Pelley, it's doubtful whether Gerry, Gholam, Olive, Jerome, Roy and Julie would have spoken to each other.

Mrs Lippa can also take some of the credit for the career development of some of her pupils during the five years she has spent as Brain Train teacher. One used the lessons to secure a job in Belgium, Mrs Lippa is a pharmacist, another now works for Elizabeth Arden in Geneva.

6 Commuters often find themselves joining in... one started by being belligerent and eventually took an O level

More details the Commuter Study Club is available from The Mutual Aid Centre, 18, Victoria Park Square, London E2 9PF, or from Mrs Pamela Le Pelley on 01-748 1500.



COMIC OPERA

Whenever I read the latest consultative document emanating from the DES, I invariably have a picture at the back of my mind of some kind of Gilbert and Sullivan operetta in which the people taking part are further education students.

This G & S offering will not be known in Elizabeth House because it is not mainstream, that is, it does not have a stage set in a school or university. The chorus will be singing some new song with a title like "Pity the poor part-timer". Space prevents me giving you some of the more choice verses: sufficient to say that it has a large cast, it will be familiar to many and will never get on in the West End or whatever is the DES equivalent.

This theatrical image has been called up twice in the last few months. The first time was when I read the DES-inspired Consultative Document for the Certificate of Pre-Vocational Education. Although the Joint Board that compiled it has a firm foundation based on the expertise of the further education system, its remit was handed down by the Secretary of State for Education and thus its main concern is with the full-time student. The first year of the CPVE in 1985 is to be full-time if Sir Keith, as theatrical producer, gets his way and part-time students will not feature as major players.

Although part-timers are mentioned in the back of the programme – sorry, paragraph 66 of the Consultative Document – the terms of the invitation given by the DES to the Joint Board to "secure co-ordination and where possible an appropriate common curriculum content with relevant part-time provision, and with provision, made in association with the Manpower Services Commission" is only an after-thought.

The elbowing aside of the many part-time students in further education is really a recipe for disaster. This disaster will come by fragmentation of the qualifications available to young people in the defined age and ability range rather than getting the cohesion that the DES hopes for. The most obvious example is the 300,000 trainees on YTS of whom half are attending colleges as part of their off-the-job training. One might ask how YTS can be considered as part-time since it is a one year programme and courses which are normally thought of as full time like the RSA's



In spite of forming a cast of thousands, part-timers are consistently left out of the Government's FE programmes, Vince Hall complains

Vocational Preparation (Clerical) and (Distribution) are specifically designed to be both done at work and in colleges.

The big mistake of our theatrical directors, the Joint Board, is to talk about full-time and part-time rather than the number of hours needed to complete the curricula alms. By this one bit of scene shifting, a conceptual blockage could easily be remedied. Thus youngsters who attend college under the 15 and 21 hour rule arrangements of the DHSS, as well as YTS trainees, will be able to get credit for the work they have done during any

one year and completion of course hours and the curriculum will lead to full certification.

A third group of part-timers who are affected is the substantial number who attend college on day-release basis and who are studying on current courses like the BTEC General Certificate which will be subsumed into CPVE. There is already a clamour from many business organisations and traditional business studies lecturers for the BTEC General part-time Certificate route to be removed from CPVE since they say it is a vocational certificate as opposed to the full-time

Diploma, which is more of a pre-vocational award. It will need great diplomacy on the part of the Joint Board to get BTEC General put into CPVE but they will not be helped by the attitude of the Secretary of State.

The second piece of DES theatre is the consultations over the AS levels. The document published in May makes no pretence of even offering anything to part-time students in further education who are studying for A levels. While one could concur with the DES press release of the time in its statement that the present arrangements result "in an undesirable lack of breadth in the curriculum of those following A level studies", one can only comment that many of the people studying in colleges for A levels have no means of getting their breadth of experience recognised. The Consultative Document states that "the Secretaries of State continue to believe that AS level courses should be designed for full-time A level students".

It may be worthwhile asking the DES to have a look at its own statistical bulletin for April 1984. This worthy publication contains a lot of valuable information on enrolments on non-advanced courses of further education. If one looks at the information on A levels it can quickly be seen that the full-time players of all ages amounted to 58,000 in 1982, while the part-time supporting cast numbered 70,000. While in DES terms, less than one in five sixth form A level candidates will take two A levels, the figures for further education are of a totally different order.

As the body representing further education staff, NATFHE will be asking that a more acceptable alternative would be for consideration to be given by higher education institutions to a wide range of alternative qualifications and experience as well as A levels in determining policies on entry to higher education courses.

To end on my original theme, until such time as the tyranny of the "normal full-time" route is challenged and is incorporated into the collective DES consciousness, then the theatrical productions of the future will have smaller casts playing to smaller houses than is necessary.

Vince Hall is head of vocational preparation at Park Lane College of FE, Leeds, and chairman of NATFHE's further education standing committee.

sional based within formal educational institutions; or is it a task shared by – and sometimes led by – adults other than teachers?

These matters are also linked with questions of whether, when talking about educational reforms, we are talking about reforms of provision for all, or for some. From the policy-makers' point-of-view, it is a case of "vocational relevance for your children, but traditional GCE exams for my children". If so, the policy is likely to run into difficulties. The history of curricular reform both in Britain and elsewhere is littered with examples of reforms which failed not because of their intrinsic deficiencies but because they became associated with lower-attaining pupils and lower-level occupations, and were therefore quite rationally rejected by aspiring pupils and parents.

This is especially true of reforms concerned with "vocational preparation". Such reforms have often been nobly motivated by the desire to exploit the powerful incentive to learning which can be provided by what the Brunton Report in Scotland some 20 years ago felicitously called the "vocational impulse". But the irony of such programmes is that they tend to deprive students of access to what, in terms of status and income, must be regarded as the real vocational prizes.

The concept of vocational preparation also has to confront a further issue, which is its relationship to the future of work. There seems now to be a general, uneasy consensus that within our current assumptions and structures, high levels of unemployment are likely to continue for the foreseeable future. There are however enormous pressures for education and training to evade this issue, and to be part of a conspiracy of silence about it. Vocational preparation can be a powerful part of this conspiracy, implying that there is a world of 'full' employment to prepare for.

The results for teachers and others can be to lock them into a set of promises which they cannot deliver. This in turn can have the corrosive effect both of undermining their confidence in what they are doing, and of discrediting it in the eyes of others. Moreover, it is open to the wider attack that it does nothing to help society to grapple in a creative way with the challenge that unemploy-

ment poses to it. Instead, it can impede the changes that are needed if we are to escape from the negativism and destructiveness of high unemployment.

The nature of these changes is of course open to dispute. Some would argue that we need positive interventions designed to produce a return to "full" employment. Some would argue that we need to find ways of attaching greater value to forms of work outside employment. Some would propose giving the unemployed a firmer base of income and status on which they can construct positive social identities for themselves, instead of being afflicted by poverty and stigma as at present.

Should the curriculum ignore these issues or engage with them? If the latter, this would seem to imply greater attention to political and economic education. It would also seem to imply defining "vocational" to cover not just paid employment but other forms of work – including self-employment, and work in the informal economies. At present, such a broad definition is used as any escape-valve rather than as the basis for curriculum development. The tendency is to base such development on vocational preparation defined as preparation for employment, and then to invoke a broader definition to fend off attacks. If the broader definition were used as the starting point, it would have considerable implications for curriculum design.

The ferment which currently surrounds the 14-18 curriculum crystallizes many of the most basic issues we face both in education and in our society as a whole. It is important that the debate surrounding the current initiatives should not be confined to technical matters of content, method, but should address the wider structural questions outlined here. I suspect that it is on the stance they take in relation to those questions that their future importance and success will largely be assessed.

Tony Watts is Executive Director of the National Institute for Careers Education and Counselling.

Which way is up?

Tony Watts asks if the 14 to 18 curriculum means moving up the comprehensive features of 14 to 16 or moving down the more selective aspects of 16 to 18?

The recent Consultative Document on the Certificate of Pre-Vocational Education is the latest of a series of initiatives designed to reform the structures of education, and training for the 14-18 age-group.

Some of these developments, especially the Youth Training Scheme, assume a sharp break at 16; others, notably the Technical and Vocational Education Initiative (and the City and Guilds 'alternative' curriculum) proposals) assume an integrated, and progressive 14-18 provision.

It is important to note the differences which currently characterize pre-16 and post-16 provision. After the age of 16, schooling is no longer compulsory. The status of young people begins to vary: some remain students, some become trainees; some become employees; some become unemployed. This is linked with differences in financial status: some options offering greater immediate rewards than others. Insofar as education and training continue, they are provided in different places, by different agencies, and with different aims and content. Before 16, there is still some aspiration to the idea of a "common core curriculum" for all; thereafter, there is no such pretence. Instead, there is a clear recognition both that there are a variety of separate paths and that some lead to more privileged destinations

than others. These differences pose sharp questions for the concept of greater integration from 14 to 18. Do we mean moving up to 18 the features which currently characterize 14 to 16 provision? Or do we mean moving down to 14 the features which currently characterize 16 to 18 provision? Do we, for example, mean moving up to 18 the notions of a common core, of keeping options open, of providing for all young people, and of the elements of compulsion and dependence which are likely to be associated with these features? Or do we mean moving down to 14 the notions of greater choice, more voluntary participation, but also more diversity and greater specificity of curricular provision?

This is linked to the broader question of whether we intend to entrench still further a system of education based largely on "front-loading", or to move towards a system of continuing education. Is education a discrete experience which precedes "living", or is it part of a continuous life-long process of learning? Is it concerned with sifting individuals into their appointed stations in society, on a basis which largely reproduces existing differentials and inequalities, or is it a catalyst for social mobility throughout life? Is it the prerogative of profes-

A policeman's lot

Police work is better paid – and deservedly so – ex PE teacher PC Brian Samways tells Susan Thomas. But that is not the only attraction.



Brothers in the law: PCs Les and Brian Samways, former teachers now on neighbouring East End beats.

Once a teacher...

Demonstrators always assume you don't agree with them... it isn't necessarily so.

Once a teacher...

'You know that if you ask for urgent assistance you'll get it... it's not like that in teaching.'

When you come to think about it, there is absolutely no comparison between the two jobs. I don't know why teachers are always comparing their rates of pay with ours," PC Brian Samways said. "The hours for one thing – nights, shifts and one weekend off a month – and worry for another – especially for the family. Every day your wife knows she could pick up the phone and hear a voice telling her you've been injured. It's always at the back of your mind.

"Since the Iranian Embassy affair, you can no longer say with total confidence that its going to be a peaceful day – even a CND march – there's always the chance of an incident.

"You don't let your family know how you feel but you're as frightened as anyone else. We talk and joke among ourselves in the police bus beforehand – nervous laughter it is – and you get young policemen saying they're not frightened – it's all bravado. An older policeman tells them – well, you may not be, mate – but we are."

And so saying Brian Samways, ex-PE teacher, downed the last of his canteen coffee, picked up his helmet and led the way up to the chief's room at Bethnal Green Station where we were to conduct this interview.

Brian is a tall, square-jawed, cheerful cockney, positively radiating fitness. "It's the life," he says. Put him in a tracksuit and he'd be a typical PE teacher. Put him in blue and he's one of the boys. It's all a bit worrying. He has slipped out of one role and into the other as easily as a pay rise through your fingers.

What is even more disturbing, especially for his colleagues in the Met, is the fact that it has happened twice over. For Brian is an identical twin and in broad terms, his tale is also Leslie's. Born and brought up in Tower Hamlets, sons of teacher parents, they excelled at sport, relished an open air life, and after O levels tossed up between careers in the police or in teaching. In the event, they applied for both but the teaching place came through first.

They went to the same college by choice, dumbfounding everyone with their speech. "Being broad cockney and twins anyway, we had this language which no one else could understand – we were splitting out 10 words a second in those days." They took PE and geography and then applied to the Inner London Education Authority pool to find jobs.

To their amazement they found themselves teaching in the same school, back in Stepney. Five years later, Brian left to join the Met, and after

two years Les joined him. Once again the laws of chance forgot themselves and the brothers found themselves plodding neighbouring beats in Tower Hamlets. If it's confusing for their fellow policemen, it must be even worse for the villains.

There are great advantages to being on your old home ground, Brian says. "For a start, I'm the only PC on the beat to be called 'Sir' and then, since most of the crime is juvenile, there's a fair chance I already know the culprit.

"There's no point their turning round and running away if I know their names, where they live and their mums and dads.

"The uniform's an odd thing, though. It removes your identity. I see kids I taught and they don't recognize me till I take my helmet off. Uniform gives you protection too but you have to be careful not to abuse it. It can be calming in a crisis, like a road accident or just the opposite. I've known people to get hysterical at the sight of it. Like the other day, I had a jumper (off a ledge) – had to take my jacket off before I could get near her." They both nearly froze to death before he talked her down he says.

It wasn't the inner city kids that drove him out of teaching, nor the money – though as a married man entitled to a married man's and a housing allowance, he didn't take a drop in salary even as a police college trainee – it was the prospects.

"In my second school, I'd got to be second in charge of PE, on a scale III and I'd still got 40 years to go. It didn't seem to be very promising. I reckoned I was wearing a trench in the ground waiting for a step up. Suddenly, there was this big gap in the hierarchy – all the middle management was very young and the senior management was very old. And the pastoral side, all paperwork, didn't appeal to me – I'm very much an outdoor person.

"I like variety and contact with the public, and I'm sure I could resign tomorrow knowing that I have another trade behind me. Schools may make fun of the police force but I reckon a headteacher would still be quite keen to employ a PC."

Which is not to say that that first step wasn't a big one. Brian had a wife, a mortgage and a new baby. He knew that if he didn't make the grade at Hendon Police College, he could be thrown out at any time and that the two years probation on the beat was no pushover.

"That 16 weeks at Hendon was the hardest studying I've ever done in my life. I'd worked that hard at college, I'd have got firsts in everything. It was not uncommon to see fellows walking off across the airfield with their suitcases

in their hands."

Having passed out from Hendon, he spent two years learning the ropes as a probationary constable. "That first day is the worst in your life – you suddenly realize your responsibilities – at any moment there could be a terrible accident round the next corner, or a burglary or a shooting and you're expected to be able to deal with it.

"You practice shrinking inside your helmet – hope no one'll notice you. I'll never forget the panic when this lorry pulled up beside me. Let it not be me, I'm thinking, and all he wants is directions. You get over it in time. Get to enjoy the work, the contact, the responsibility.

"Tower Hamlets is a really good place to work – it's all grass roots policing. What I like about East End people is you really know where you are with them – it's the same with the kids. If a lesson's no good, they let know. 'Oh Sir,' they say, 'this is rubbish'. In other areas where they're more nicely brought up, you have no yardstick.

"Here it's nearly all juvenile crime and domestic disputes. That's really where the 19-year-old copper comes unstuck. He gets called out to this couple in their 40s, been married for donkey's years, having a row. This lad starts telling them where their marriage is going wrong. Not surprising he gets told 'Go home sonny'. He won't like that," said Brian grinning. "Don't call me sonny" he says. And he did a fair imitation of an irate rookie bridding at the insult.

The East End has been cleaned up, he says – the big crime, fraud and vice squad stuff, is all to be found in the West End. "Here it's nearly all small. It's a game they play – they win or we win. If we win they give in gracefully. They still say things like 'It's a fair cop, gun', and 'You got me fair banged to rights, gunner.' And I begin to see why it helps to be a native.

Brian has been a community policeman on the Isle of Dogs for the last 18 months. It is a role he enjoys – making contact with the Bengali community of Brick Lane, going into youth clubs and schools. "But only if I'm asked". And helping Neighbourhood Watch schemes, refereeing the giant Met Police five-a-side football league.

But, I wondered, how does it feel to be policing a demo, walking along beside people who may be slanging you or trying to talk you round to their way of thinking? Surely the teacher in him would find it hard to keep quiet?

"Not really. We aren't there to get involved but to keep the peace. Usually you don't actually walk along at the same pace anyway but sometimes you have a casual conversation. On peace

marches and the like they'll ask you to come in and join them. You can't do that – tear off your jacket and join the march – so you don't say anything. Demonstrators always assume you don't agree with them. It isn't necessarily so.

"The worst bit, the bit we all hate, is dealing with the sudden deaths. Somebody's old mother comes to stay and dies suddenly and they call you in – you have to help them call the doctor and the undertaker, find other relatives and cope with the grief. You never get used to it. Some old man comes in and bursts into tears because his brother has died. You have to make a protective barrier.

"The other day we were called out to a body that was already dead for three or four days. It had started to decompose, smelt terrible. You have to search it for identification – can't back off and ask a passer-by to do the job for you. Afterwards we laugh about it – if we didn't we couldn't cope. We laugh because we care, not because we don't.

"The best bits are all simple human things. Letting some old lady into her flat when she's locked herself out, reuniting a mother with a lost child, seeing the public form a good opinion of the police because of the way you've handled some situation, refereeing the local kids football.

"And the comradeship. We can find ourselves linking arms with police called in from all over the country. You never see them again but you still give each other all the support you can.

"And you know that if you ask for urgent assistance you'll get it – not just from people in your own district but from all over. It's a comradeship that extends to the fire and ambulance services – we all help each other because we know that one day we may need help.

"It's not like that in teaching. Someone might have pandemonium in their class, but no one would go in and bail him out. I know professional ethics come into it but there are ways round it. I don't honestly think I'd ever want to go back into education."

Once a teacher...

Next week: Frances Morrell, once a teacher, now Labour's leader of the Inner London Education Authority

The Case of Peter Pan, or, The Impossibility of Children's Fiction. By Jacqueline Rose. Macmillan £17.50, 0 333 31975 3, £6.95, 35440 0.

Modernist and post-modernist literary movements have largely passed children's literature by. Jacqueline Rose employs post-structuralist critical techniques in *The Case of Peter Pan* to investigate the reasons for this, and locate them in the restriction placed on the narrative voice by the inequality of writer and reader. When children's fiction touches on "the barrier between adult and child", she argues, "it becomes not experiment (the formal play of the modern adult novel which runs the gamut of its characters' points of view), but *molestation*."

Dr Rose bases her argument for "the impossibility of children's fiction" on a close study of the way *Peter Pan* in its various forms mediates between the world of child and adult. She has much of interest to say - for instance about Barrie's shifting narrative presence in *Peter and Wendy* - though her manner of saying it is opaque, and exhibits a certain confusion of approach, alternating, for instance, between a view of *Peter Pan* as typical, indeed archetypal, children's literature ("a little history of children's fiction in itself") and as an aberrant sport that has "never, in any way, been a book for children at all". For such a sophisticated commentator she is sometimes oddly naive about terminology (the key words "myth" and "book" never defined and used in several senses), evidence (a sentence from an essay by Margaret Meek taken damagingly out of context) and the writer's relationship with his reader ("writers for children... must know and understand children, otherwise they would not be able to write for them"). Nevertheless one can disentangle from the thickets of her brackets a valuable and provocative treatment of the thesis that imaginative literature is not a liberating but a constricting force, a weapon of mind control.

Peter Pan is the ideal work on which to focus such an argument. It exists in countless texts and versions - most of them simply the written basis or record of a theatrical experience - all of which are ambiguous and unsettling in the way they both explore and evade the central questions of sex and death; the "important questions" which according to Alan Garner "are asked in childhood and are never resolved." *Peter Pan* dramatizes that impossibility of resolution. In doing so, it both establishes and undermines an attitude to the "innocence" of childhood that Jacqueline Rose sees as the essential shaping force behind children's literature.

In his review of Brian Alderson's recent revision of Harvey Darton's *Children's Books in England* (Signal: Approaches to Children's Books 38), Alan Tucker wrote that children's literature embodies in extreme form the truth that "the essence of all writing is *none of it*". Childhood, he wrote, "is a perpetually invaded society... All children's books are about gardening the



Barrie himself aged six, and in later life with Peter Pan - Michael, one of his adoptive lost boys.

savage mind". Jacqueline Rose's book offers support to both these statements. Children's literature is seen as something that is done to not for the child. And it is seen, in a chapter titled "Rousseau and Alan Garner", as still governed by a philosophy centrally concerned to retrieve a form of language or expression which would be uncontaminated by the intrusion of the verbal sign. The processes involved in this fraught transaction between adults and children can only be understood, Dr Rose suggests, through studying the language in which the relationship between inferred author and implied reader is expressed and defined. Children's book critics, obsessed with content, have tended to view language as transparent. Dr Rose demonstrates that the innocence of the word, like the innocence

of the child, is a convenient fiction. Children's fiction should be viewed, she suggests, "not in terms of its themes or the content of its stories, but in terms of the relationship to language which different children's writers establish for the child". This seems to me to offer a valuable way forward for children's literature criticism, and Dr Rose demonstrates what she means in a fascinating discussion of the precise changes wrought in Barrie's text when the 1911 prose version *Peter and Wendy* was cut for school use in 1915 as *Peter Pan and Wendy*. She writes, "The clash between *Peter Pan*'s status as a cultural myth and as a children's book is nowhere clearer than at the point of its confrontation with (the) educational policy of the state." The most interesting and innovative strategy employed by

Dr Rose in decoding *Peter Pan* is her willingness to confront texts, like the 1915 school edition, that are not directly from Barrie's hand. Her list of all the retellings, pop-ups and frivolities which have so substantially affected perception of Barrie's creation.

She has no patience with the biographical approach to *Peter Pan*, and seeks to free it from its author. She leaves aside the first germ of the story in Barrie's novel *Tommy and Grizel*, its thematic resonance throughout Barrie's work, and its status as the intimate "fable" which Barrie constructed, in Edwin Muir's terms, from the "story" of his life. She is able to do so because the ground has already been so brilliantly covered by Andrew Birkin in his *J M Barrie and the Lost Boys*. She concentrates instead on *Peter Pan*'s psychoanalytic implications, on its intellectual and commercial context, and, most fruitfully, on its language.

Oddly enough, though, she never comes to grips with the central paradox and richness of the work. Its simultaneous critique of and collusion in the world of children's make-believe. Barrie was obsessed by play; as a child, "the horror of my boyhood was that I knew a time would come when I also had to give up the games, and how it was to be done I saw not". *Peter Pan* is a complex tissue of fictive layers, more perplexing perhaps to adults than to a child audience which knows, with Barrie, that the fluid, ephemeral play world is an important sense more "real" than that of mundane experience. Yet it is the world of mundane experience to which the Darlings and the lost boys, and the audience, return at the end of the play, and from which Peter is excluded. The mixture of envy and pity in our reaction to him at this point reflects a studied ambivalence in Barrie's own attitude, which derives from the intimate torments of his crippled emotional life. Barrie's agony produced in *Peter Pan* a work of bitter ecstasy, at once uplifting and desolating. A criticism which excludes Barrie himself from consideration, and regards his invitation to engage imaginations with him as a deceitful lure, gives a curiously lop-sided view of his achievement. Nevertheless Jacqueline Rose makes us think seriously about many issues conventional criticism has ignored or side-stepped, both in *Peter Pan* and the wider context of children's literature as a whole.

With *The Case of Peter Pan*, children's literature criticism, which has been pursuing low-key courses of its own, enters the mainstream of current radical thinking about literature. It is buffeted by the experience, but emerges strengthened. Everyone interested in the way in which the balance of power between adult and child in our society is expressed in the books offered to the former to the latter should read her study of *Peter Pan*, and ponder again just what it is we seek when we feed the child's hunger for imaginative acquisition through the spell of language with compensatory fables enshrining our own sense of disenchantment and loss.

Friends and lovers

By Philippa Toomey

College of Art when she was only 13. There is a striking illustration showing the head of Nijinsky as the Faun, sculpted in 1913. Marriage to Troubridge was obviously a way out, but he was good looking, charming, and they appeared to be in love. Soon the pressures of the family (none of the stepdaughters liked her) and life as a naval wife led to strange illnesses described as "neurasthenia" and endless tales of "feeling seedy".

The fateful meeting with Radclyffe Hall took place when Una was 28, and visiting a favourite and much older cousin nicknamed "Ladys" who was her confidante, and also, as it happened, the lover of Radclyffe Hall. Ladys was abandoned by both from then on, as neither had eyes for anyone else. Admiral Troubridge's career took a bad turn when he was court-martialled (and acquitted) for actions during the war. He never commanded a ship again, and had to face the loss of his wife not to another man, which would be bad enough, but to a woman. He deserves considerable sympathy, as does the family, all of whom were (not

surprisingly) upset, and outraged by her desertion and the resulting scandal. It is a curious tale. Radclyffe Hall, Mr Ormerod guesses, was a transsexual - a man in a woman's body. From the photographs taken in later life, she has the appearance of a very handsome man, and dressing in mannish clothes. Una remained pretty and feminine, though occasionally adopting an unbecoming collar and tie, with a monocle. For 18 years they lived together, often appearing to enjoy ill health, sending each other off to bed, and nursing each other devotedly. They were a restless pair, endlessly buying houses, renting flats, finding they hated the new home and moving on. Usually they had a flat in London and a house in the country, but were never suited. Fortunately, John had money.

They were both interested in spiritualism and psychic phenomena; and had some notable rows with colleagues in the search for truth. They were also converts to the Roman Catholic Church, which had never looked kindly on spiritualism or,

as they described themselves, "inverts". They had many friends, not all of them drawn from the magic circle of Natalie Barney and her group.

In middle age, John fell desperately in love with a younger woman, Evgenia Souline, was an extremely tiresome and temperamental White Russian, who was seduced by John. She spent the last 10 years of her life trying to reconcile this unquenchable passion with the duty and affection she felt for Una. Less attractively, she felt she had to maintain the façade of a famous couple. It was the classic triangle, out of which Una emerges with dignity and courage, and John and Souline selfish and inconsiderate beyond belief. Souline was left an allowance in John's will, dependent on Una's wish, which extended the ill feeling for many years.

Una lived on for 20 years, a widow twice over (she still had the small Troubridge pension; as they had never divorced). She was reconciled to her daughter, lived abroad, devoting herself to the career of Nicola Rossi-Lemini, the opera singer, travelling all over the world to hear him sing, and adopted by his family as a favourite godmother. Every day she wrote a "Letter to John" counting the hours until they would be reunited in death.

There is a sense of a life wasted. Una had talents, but she gave up everything for the sake of someone who absorbed every moment. Ormerod has fallen for the charm of the feeling that she occasionally there is the feeling that the material has been stretched a little thin. The talented, passionate, difficult and restless "John" is the more interesting of the pair; had Una remained the Admiral's lady, she would not have rated a book to herself; her real personality is buried in the shadow of John's. Una was a

The Lucky Chance. By Aphra Behn. The Royal Court Theatre. Sings & Hens. By Willy Russell. Young Vic Theatre. Seachange. By Stephen Lowe. Riverside Studios.

The Women's Playhouse Trust is off to a good start with its inaugural production of Aphra Behn's *The Lucky Chance*. First performed in 1686, it held the London stage for 32 years. Thereafter, the Restoration's robust sensibility and increasing prudishness of the Georgian stage, it was described as "too indecent to be ever represented again" - a prejudiced judgment happily now proved wrong. *The Lucky Chance* still has power to shock and surprise. What shocks is Aphra Behn's clear sighted, straightforward, honest account of the importance of money in Restoration sexual dealings. What surprises is her brilliant comic invention and her modernity in speaking of women's freedom.

Plot is not her strong point. Julia, married to old Sir Cautious Fulbank, loves/is loved by Gayman (otherwise "Wastell" or Behn's friend the playwright Otway); Leticia loves/is loved by Bellmour, banished and reported dead by her aged suitor Sir Feeble Fainwold whom she marries; Fulbank's odious nephew Bearjees seeks to marry Fainwold's heiress who

loves/is loved by Fulbank's apprentice. "Over a weekend, Summer 1686" the old men are routed, true lovers united, all ends well - if mechanically so.

Bedroom scenes predominate giving opportunities for richly comic encounters and fine plain-speaking by Julia asserting her right to freedom even in matrimonial bonds. Act III's marvelous farcical confrontation between the aged husbands is a splendid theatrical rediscovery. So are the characters of Julia (Harriet Walker perfectly cast) and "babby-talking" Sir Feeble (Jonathan Adams wonderfully funny). Excepting Francesa Brill, it is strong, cast with Pam Ferris good in all small roles - excellent as Gayman's doting landlady, Jenny Tirmani's simple designs keep the play moving; Iona Sekacz's music mixes Baroque with Be-bop; Jules Wright's direction falters in the short scenes before Act V ends but, being now over, our delight is undiminished. The Women's Playhouse Trust have done Aphra Behn and our good service: may their dream of a Sarah Siddons Theatre for Women come true.

Dreams of love and marriage are scrutinized in Willy Russell's *Sings & Hens*, first produced at Liverpool's Everyman in 1978. Set in the lavatories of a decaying ballroom, it recounts Linda's "Hen Night" out before marrying Dave whose "Stag Night" brings him dead-drunk to the same venue. Jokey conversations touch on sex,

marital status, frustration, envy and violence. Linda is bullied by her friends and Dave's mates into recanting her doubts about marrying him. Loud, brash, brutish, funny, *Sings & Hens* is a "slice of life" play which rings true in David Thacker's well paced, well acted, well designed production. Beautiful design (Brian Vehey), good lighting (Rory Dempster), clever music (John Smith), impeccable direction (David Leveaux) and fine brave acting serve David Lowe's *Seachange*. Part autobiography, part political polemic, part exploration of myth, part poetic tragedy, it goes in all directions at once and sinks with all flags flying and guns ablaze. The voyage of a Ship of Fools, it takes in Troy, Lesbos, Izmir (Smyrna), Ephesus, Patmos. Each place provides reason for talk about Classical heroes, Sapphic love, Homeric invention, Pauline and Johannine theology: all presented in fine writing which sounds like quotations from a masterpiece. Characters called Helen, Cass, Paul appear to mirror the Trojan heroines and the Christian apostle, while others speak for the Holocaust Jews and Thatcherite Imperial Britain. Divided Ireland and Cyprus and the Falklands are all included and incest. Love takes on too much and has too much to say too artfully. *Seachange* is more for the study than the stage.

John James

Next week

Marion Glastonbury on the work of Harold Rosen; Pierre Watter on Harold Nicholson; Linette Purbri Perry on Charlotte Mew; John Crossland on guide books to Greece and Turkey; Philip Jacobson previews Central television's series on Cuba

A Place to Stay (reviewed in *The TES*, June 22), a play based on the reminiscences of pensioners from various ethnic minority groups, will be performed by the Age Exchange Theatre Company in the Purcell Room on the South Bank as part of the GLC's Alternative Festival next Wednesday (Thursday at 7.30 pm). Tickets £2.00 (£1.00 concession to pensioners and some other groups.)



"Taking the Mickey Out of Macho" is what the Joys regard as their self-appointed task: those interested in seeing this hilarious and highly talented group should catch them at the Bloomsbury Theatre before July 21, or at the Edinburgh Festival thereafter. Their new series of sketches begins with a slightly ominous Channel 4 thug, but quickly gets into a less predictable stride, with an extraordinary mélange of surreal techniques based on mimed and verbal wit.

Melancholy Venice

The Merchant of Venice. Chichester Festival Theatre.

A festal canopy is dismantled; the bells of St Mark's toll lugubriously; wind moans round walls whose stucco has mostly flaked from the brick. Even the carnival masks look slightly shabby. It is in an autumnal, seedy Venice, already way down the slope of decline that Patrick Garland sets his new *Merchant* - a Venice charged with the melancholy that notoriously overtakes those who sojourn too long in the Sereñissima. This mood (chiming perfectly with Antonio's initial declaration of depression) is well sustained by Pamela Howard's sets and by Lindsay Dolan's shrewdly eclectic choice of music. It is one of the two palpable pleasures of the production.

The other, predictably, is Alec Guinness's Shylock. He is a notably poised and unflamboyant usurer, utterly assured in his dealings with his Venetian persecutors, his murderous hatred of them all the more potent for being so long-brewed and so self-controlled. Too sympathetic a Shylock can wreck the balance of a play that has always, for many spectators, been a deeply uncomfortable one - and that can, for post-Holocaust audiences, seem totally intolerable. Sir Alec's cool, sinister Shylock is, in his mercilessly literal legalism, clearly detestable; but most of his Christian

goaders and baiters seem only marginally less loathsome.

All in all, there are few of Shakespeare's plays in which it is harder to find a point of rest for one's affections. Shylock is so obviously so much larger than the rest of the play he inhabits that the stylized sub-plots that cluster round and interweave with the main one, though not necessarily trivial in themselves, can appear impossibly towering when juxtaposed with this towering and transcendent figure.

Most of the supporting players are adequate, though some of the smaller roles are executed in the clump-about-foot style of coarse Shakespearean parody that one hoped had vanished for ever. The intellectual energy of Shakespearean verse is not released by simply piling on the details. Peter Sowerbutts succeeds in making Lancelot Ooboo somewhat less tedious than usual, David Yelland is a well-spoken Bassanio, and David Warwick is affecting as an Antonio afflicted with what seems terminal sadness. At the end of the play, when all the rest have religiously departed, he is left stumped against a fountain at Belmont, the letter assuring him that his enemies have in fact come prosperously to port, dropping listlessly from his fingers. Bassanio was all he really cared about, and Bassanio is now another's.

Martin Fagg

A text across time

Antigones. By George Steiner. Oxford University Press £15.00, 0 19 812665 4.

Whenever the political intrudes into private life, or external change violates inwardness of being, the conflict at the heart of Sophocles' *Antigone* is revived. The drama of this play turns upon Antigone's decision to honour her filial duty and bury her brother Polyneices' corpse, in opposition to the orders of Creon, ruler of Thebes. Polyneices has been killed in internecine warfare against the city and for this treacherous act is left to rot in the bright air. Antigone, for her lawlessness, is condemned to a lifeless death, walled up in a cave. There she hangs herself and is found by Creon's son Haemon to whom she was betrothed. The drama is begun by Polyneices' death, overshadowed by the dead Oedipus, Antigone's father, and ends with Haemon taking his own life. Death-crowded, it is the darkest of Sophocles' seven extant plays.

George Steiner approaches his subject with immense erudition. He is not concerned with the myth's chronological development in Western literature, for such a task would only repeat information already available in two published surveys. Instead his aim is to place the myth in the context of "a poetics of reading", a study of the

exchange between this major text and its various interpretations "across time". His search is for that history of thought and feeling which has accompanied the Antigone myth, and he draws chiefly upon Hegel, Heidegger, Goethe and Kierkegaard. He makes vital connections: *Antigone* shaped Kierkegaard's concept of reflexive pain in drama, which in turn influenced Ibsen's dramatic theory and practice. But if ideas and interpretations are related "across time", they are not placed within history. At one point we are told that the Antigone-Creon dispute has been perceived as a conflict between archaic codes of sentiment and the new public rationality of the Periclean moment. Steiner is interested in the idea this reading offers, and in its effect on our judgment of Creon. He is not concerned with assessing how correct an interpretation it is in relation to the time in which Sophocles was writing. Likewise he mentions and accepts Heinrich Böll's use of the Antigone myth to dramatize the Baader-Meinhof case, to point up the unwillingness of official culture and of the media to face the radical implications of terrorism and suicide. Again, neither the method of appropriation nor the historical context are investigated.

It is this treatment of ideas as things occupying a sphere of their own that makes this book a heady if in some-

startling. The stark red and black of Antonio Manuel Oliveira's *Repression Again*, using newsfilm frame-freezes; the architectonic use of muted colour in Carlos Scliar's *Coffee and Fruit in Shattered Bedroom* (what a good title); Iona Saldaña's menacing length of purple and black ringed bamboos which hangs totem-like from the ceiling, and the jolly little Egyptians who scurry through *The Finding of Moses* in the Nile all show novel expressions within popular styles. Perhaps most potently for the British visitor, behind the accomplishments of the educated artists, whether surreal or super-realist, the culture of 70 million people can at times be felt. The phosphorescent triangles in Ayres' *Brasileira* Monster, the arching white and blue peace of Panchetti's *Gavea Beach*, the teeming life of the clamorous cities in Scliar's *Prostitutes' Row* or Dias' *The Prostitute's Sleep*, the haunting emptiness evoked by Mira Schendel's midnight blue wastes and those sensual shapes of the tropics which do Amaral draw these bewilder and intrigue the visitor from the pale shores of the Barbican.

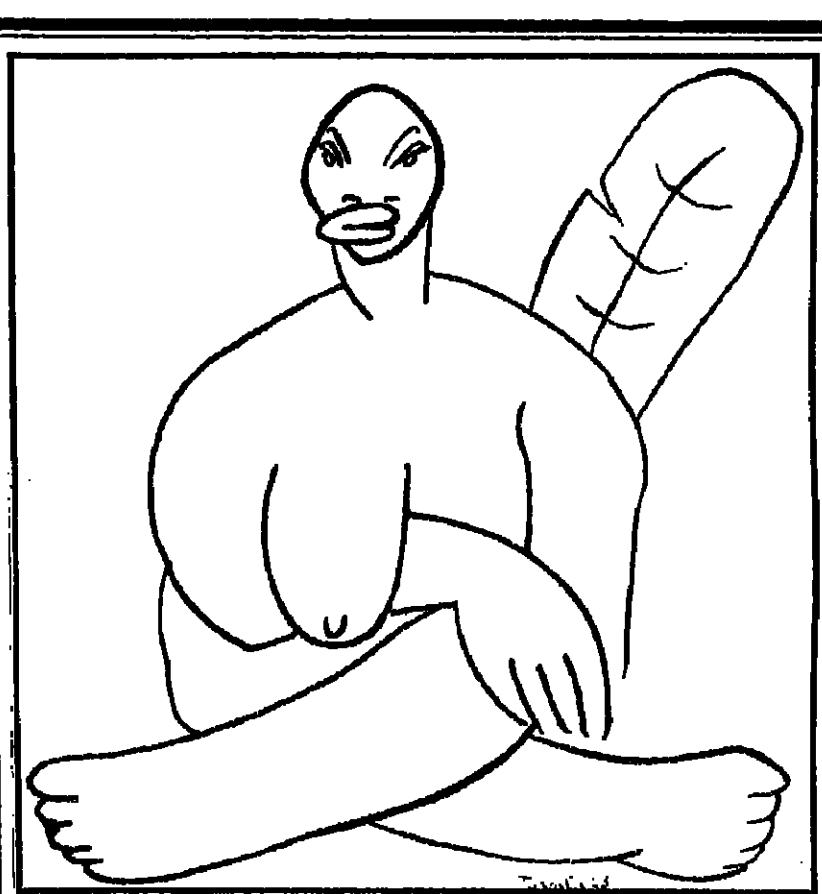
Victoria Neumark

Portraits of a Country. Barbican Art Gallery, until August 19.

Gilberto Chateaubriand is the largest collector of modern art in Brazil. From over 3,000 pieces, the Barbican has selected 126 to give us a taste of that far-off country and its culture. Of necessity the range is random, but none the less images and trends do emerge from the cavernous setting of the Barbican art gallery.

Oddly enough, what is most native to Brazil, the Indian, is least represented. Tarsila do Amaral, one of the most talented of the "cannibal" school of the 1920s, and Anita Malfatti, are the only artists who summon up, in a Gauguinesque way, the languors and savageries of Indian life. It seems that Brazilian artists' search for identity has relied for its modes of expression on European schools of painting, all of whom, from abstract expressionism to Pop Art, can be found here. Ismael Nery's debt to Chagall is his dream landscapes is no less obvious than Helio Oiticica's participation in the concrete/installation school.

Yet there is much that is original and



Tarsila do Amaral: Study of Negress, 1923

Far-off culture

Frances Spalding

National Festival of Music for Youth.
Royal Festival Hall, Queen Elizabeth
Hall, Purcell Room
July 12, 13, 14.

Red and white scarves waving, blue-jeaned, rattle-swinging supporters swarming the terraces... Not the Big Match but the stage of the Queen Elizabeth Hall - you could tell by the fact that the fans were singing in four-part harmony. Next door in the Purcell Room a string quartet grappled with Shostakovich. The QEH was transformed into a night club as the lights went down on a close-harmony quartet singing with such mellifluousness I could hardly believe it was the secondary schools' section of the festival - the one the adjudicators secretly gripe about as demonstrating how musical standards are falling in our schools. Not so this year. Superlatives from the judges abounded as the South Bank attendees gave up trying to stem the tide of enthusiasts pouring into the hall to cheer on their classmates. Reluctantly I decided to forego the chamber music, not wishing to miss a single performance by any of the remarkably varied groups.

This year there were more "whole school" entertainments than in previous years, the football extravaganza from Holmfirth High School boys being only one example. Few of these youngsters and not many members of the 100-strong choir from Lady Manners School, Bakewell, were able to read music; yet I found this choir's rendering of the Rutter *Gloria* and Parry's *I was glad* quite as thrilling as any performance where everyone sang the right notes and no one fluffed an entry. Blithington Mill School, Hove (no strangers to the festival), fielded smaller forces than in last year's rock musical *Gala Goddess of the Earth*. Their Big Band has plenty of razzamatazz (I particularly liked the way their conductor David Glasston - recent winner of the Music Teacher of the Year award - added stylish red shoes and spectacles to restrained grey suit to match the red shirts of his band). But in their three numbers (*Tuxedo Junction*, *Eye of the Tiger* and *Cherry Pink*) the decibel level rose a little too high and they failed to win a commendation from the judges.

At the risk of over-sensationalizing (very easy in the junior section where tiny children perform with the seriousness of miniature adults) what most impressed everyone in the QEH on Saturday was the sincerity and commitment which the secondary school competitors showed in their performances. And, perhaps because pop, folk and jazz give young people a greater opportunity for self expression, there were many more entries in these styles than in previous years. Finesse from Highbury Fields, London offered a plaintive number about schoolgirl love; Phoenix, the close-harmony group already mentioned, gave us *Country Colours*. Such talent is all the more remarkable when one realizes that these young people not only perform their songs, but often write and arrange them as well. Even those hidebound by O levels managed to turn the experience into an entertainment. In the hands of Enigma 2, a cabaret group from Huddersfield, Schubert's song cycle *Die Winterreise*



Holmfirth High School Boys Choir and Orchestra and, right, a member of Bideford School Big Band.



Musical Olympics

Philippa Davidson at the National Festival of Music for Youth

had been extended into a modern-day equivalent, *Love locked out*, and we watched a Schubertiad complete with electronic keyboard and slinky female vocalist performing a blues number with all the depth of feeling of a second Bessie Smith.

The unusual always get a mention from adjudicators. This year there was only one early music group - the Flat Pavan from Glasgow - who chose to present a complete sixteenth-century entertainment with historical commentary. Again the freshness of the music was delightful, and the agility with which the young players switched from voice to recorders well deserved commendation. The soft tones of the Abraham Darby Pipe Quartet, each pipe being specially crafted and tuned by its player, made a welcome break from the shrill tones of the descendant recorder.

However, the most unusual item in the whole festival was undoubtedly the Frodsham Gamelan Orchestra, and it was perhaps hardly surprising that it was the winner of its class. Despite undisputed musical expertise and authenticity, and dramatic agility from the male dancers in their warrior dance, there is something inexplicably unsatisfying about a Javanese entertainment consisting only of western performers.

The adjudicators criticized the white steel band from Seymour Road Junior School, Manchester, for playing the *Bach Toccata* - unfairly perhaps, since classical music is an accepted part of the steel band repertoire in the West Indies. Orchestral steel featured in Juniors' Day, a day which demonstrates that music is perhaps not as alive in our primary schools as it is in our secondary schools. There are plenty of good choirs and orchestras. Walsh Middle School again bewitched with *The Ride of the Witch*, and carried off an Outstanding award, along with Winchester Hill Junior Orchestra. Infant groups never win at the festival; they cannot compete in terms of poise and assurance, and they cannot be guar-

anteed to hit the right notes. Hilltop Infants, and especially Our Lady of the Wayside Infants, were enjoyable to watch and listen to.

Of the recorder groups, I particularly liked the St Oswald's Primary recorder ensemble from Gateshead, in Purcell's *Under this stone lies Gabriel John* they bravely split into two groups for an antiphonal effect. Talking to their director, John Mallan, I never expected to hear that they had rehearsed in the local cemetery. It was a hot day, he explained, and we found the graveyard gave us just the right sound. During a break the children told me they thought they had played well. But unfortunately they will not make the Schools Prom this year. Still, if nothing else, they have discovered that the Newcastle Metro is altogether pleasanter and cleaner than the London Underground.

More than once during the school sections I found myself wondering at the fairness of merit awards when comparisons have to be made between such disparate entries. In the Choral category, however, excellence is everything. Or used to be. Even here I noticed many fewer all female choirs regimented behind copies. Merit awards went predictably to two impeccable Welsh choirs. But one of the outstanding awards went to Ludlow School Choir for their Chinese mime play, *Willow Pattern*, precise and authentic in every detail. More groups this year chose to perform pop, and I particularly enjoyed Brandon Green's arrangements of four Beatles songs. I should have objected to the thigh-slapping, mini-skirted, entirely anti-feminist number *Girls, girls, girls*, from the Epsom singers. But I didn't - it was part of the American musicals tradition, and in any case the audience loved it. I did find myself more than mildly irritated by the opera *Conception* and the clocks put on by Archbishop Holgate's School, York. Although a well-staged entertainment, it seemed to contain every cliché about

women and marriage apart from the mother-in-law joke.

My funny Valentine turns up regularly in the big band repertoire, and it was no surprise to hear it twice on Friday (Jazz and Big Band day), played first by a school band (the Swindon showband) and then by one of the bands in the open category in the evening concert. Although the presentation and the complexity of the arrangements give the youth hands a head start, the professional standards of the school bands, who this year had a category all their own, are remarkable considering that all the players are to be found in one school. I enjoyed the Bideford band, who chose to play numbers such as *Scarborough Fair* that highlighted their ability to play quietly as well as loudly; too often the audience is conscious of only two dynamics - loud and very loud - when big bands are on stage. The more flamboyant Seabury School band from Scarborough won the day with their performance of jazz numbers that at times overlapped into rock music.

One of the unfortunate aspects of the festival for those with a catholic taste in music is that several events take place concurrently and it is not possible to catch all the gems of the three days. I managed to hear the end of the Flute category (a special feature this year) and two impressive young players - Kate Griffiths tackling a difficult sonata by Dutilleul from memory, and Kirsten Leigh-Spratt playing a pleasing Poulenc flute sonata. Afterwards adjudicator Trevor Wye demonstrated (courtesy of Ms Griffiths) how performances can be improved by attention to such details as communication with the audience and the position of the piano lid. Mr Wye's criticisms were entirely sympathetic and I doubly regretted having to miss the evening performance by his Wye's men, which would have demonstrated what his students at the Royal Northern could do with a repertoire other than the usual classical one. I was

also sorry to miss 16-year-old Jessica Butters playing with the Sheffield Youth Orchestra in Saturday's *Youth Orchestras in Concert*. Hearing another 16-year-old, Robert Max, tackle the Haydn C major Cello Concerto was some compensation, as was the chance to hear one of our major youth orchestras, Hertfordshire, perform the *Mini-Concert for Orchestra*, specially written for it by the late Gordon Jacob. The occasion was a fitting tribute to a composer and teacher with a lifelong interest in music education.

Even sadder than what one has missed is what one will not hear again: the selective process means that not all the groups will appear at the Schools Prom. Perhaps someone should take up the challenge of one of the judges who suggested that the outstanding competitors be given the chance to busk in the London Underground. I should like an encore of *La Pastorella delle Alpi*, a piece of operatic virtuosity from the female vocalist with the Huddersfield Technical College Brass Ensemble, or another chance to hear that original jazz combo with vibes and piano, Derek Gleeson and Chris Thomas. There are many others. And it has to be remembered that just as there is a great deal more to the Henry Wood Promenade concerts than the flag-waving of the Last Night, competing in the National Festival of Music for Youth is just as important for these young musicians as going home without trophies as it is for those who go forward to the more glamorous occasion of the Schools Prom. I doubt whether the Los Angeles Olympics will prove as rewarding for participants and spectators as the Musical Olympics of the South Bank.

The National Festival of Music for Youth is sponsored by the Association of Music Industries, Commercial Union Assurance, the Rank Organisation and The Times Educational Supplement and is presented by Music for Youth.

Designs few can share

"Design", the British contribution to which is now being given some previously lacking encouragement and support, has been brought to the screen. Channel 4 is currently running two series: *Design Matters*, which those at work will miss, and *Design*, an American import at 7.15 pm on Sundays.

Although all the designers selected for the six profiles in *Design* are living legends in their own fields, only the name Karl Lagerfeld will be familiar to a wider audience. He works high in the echelons of the glamorous fashion world where the designer's name sells the product. Furniture, buildings, packaging, advertisements and the other trappings of our society are known by their associated trade names - the designer remains anonymous.

From this series, one may be forgiven for wondering whether design is a non-British phenomenon. Not only are none of the designers British, but they were filmed everywhere but Britain and showed no inclination to have anything manufactured here either.

After a general assessment, however, British viewers might secretly feel pleased. If designs are all like that they're too expensive to maintain.

With perhaps two exceptions the designers are in the enviable position of earning a very comfortable living by simply having reproduced products and environments which they themselves would choose. The leather sofa designed by Lella and Massimo Vigueli fitted their home requirements and now other people's home requirements fit around sofas like it. The interiors they prefer are sparse and architectural like their own apartment every-day habitats. Similarly Karl Lagerfeld's clothes belong to those who can also aspire to an opulent life divided among three immaculate apartments. As every one of them assures us, their strongest motivation is to create more beautiful environments, but they are of a kind, alas, that few can share.

Elliott Erwitt is not quite so fortunate. He has to compromise, with

resigned but well-paid cynical, when he works as a commercial photographer. For his clients he must photograph clichés (like "déjà vu - fifty thousand times") in colour. For his own enjoyment he prefers black and white prints of dogs and beaches.

Architects Jane and Ben Thompson seemed to be the only ones who worked with ordinary consumers in mind, and have designed large multi-purpose leisure buildings. People of all ages clearly use and approve of them.

Design introduced us to some talented, inspired, versatile, hard-working but somehow inaccessible people. Many of their creations teeter on the thin dividing line between art and design, their extravagance and eccentricity having an alienating effect.

Looking at the work of young designers, *Design Matters* (Channel 4, 6.00 pm Tuesdays) brings the subject down to earth (back to Britain) and helps redress the balance.

Charlotte Borger

Football metaphors

Zigger Zagger. By Peter Terson.
Colchester Youth Theatre at the Mercury Theatre, Colchester.

For its production of Peter Terson's *Zigger Zagger*, Colchester Youth Theatre has been taken under the wing of the Mercury Theatre, with the play directed by the theatre's new associate director, Jeremy Howe, and the full administrative and technical resources of the Mercury behind it.

For those available during the day (some have had rehearsal time away from school negotiated on their behalf), the three weeks' preparation has been a form of working alongside the Mercury's stage management and acquiring the disciplines, practices and mutual responsibilities of the professional theatre.

Although Terson's football-ground metaphor and some of the perceptions now owe more archaeology than to sociology, *Zigger Zagger* still holds up well in performance and reveals again

just how brilliantly designed it is as a vehicle for the young. Aside from the channelling of collective energy into the crowd chants and songs, the shape of individual lines, swarming with rhetorical tricks, fits so naturally into the untrained mouths that the drive of the line becomes almost automatic.

The late rehearsals I saw were at that exciting phase where small discoveries and rethinks can suddenly illuminate a scene. "Do you fancy him?" asks Jeremy Howe of Bernice Arnold's Glenice encountering Gareth. The sham's dangerous Zigger, and over the next couple of rehearsals her "it's a nice night for a walk" metaphor comes from a straightforward excuse to leave into a nervous but provocative comment, nicely setting up the contrast of the ensuring embarrassed exchange between Harry and Sandra. It's that interrelationship between the demands of individual characterization and of the structure of the play that makes the rehearsal process so fascinating.

Jill Burrows

Whig or Tory?

David Nokes on the politics of Jonathan Swift



The Character of Swift's Satire. A Revised Focus. Edited by Claude Rawson.
University of Delaware Press £22.50.
Jonathan Swift, Political Writer. By J A Downie.
Routledge and Kegan Paul £25.00.

Dr Downie's book, as the title indicates, is essentially a political biography. Though it follows the chronology of Swift's life, this work is less concerned to offer an interpretation of Swift's personality and relationships than to analyse his political convictions and orientation. Many of Swift's close friends like Jane Waring, to whom he proposed in 1696, William Tisdall, Archdeacon Wallis, Sir Arthur and Lady Acheson are given only the briefest of mentions, while others such as his protégé William Harrison and his steward Isaiah Parvis are excluded entirely. Instead Dr Downie presents a clear and useful exposition of the constitutional developments in England and Ireland which went to shape Swift's political outlook.

Dr Downie's central thesis is a challenge to the conventional notion that Swift was a "natural" Tory prepared, when occasion demanded, to mask his real views in an acquiescence with the sentiments of a prevailing Whig establishment. On the contrary Dr Downie argues that Swift's political views were not only remarkably consistent throughout his life, but that they corresponded essentially to the "Old Whig" position enshrined in the principles of the Revolution Settlement of 1688. Briefly, these principles included a belief in the "Gothic" institution of a limited mixed monarchy; defence of the Protestant succession; opposition to a standing army; support for Habeas Corpus and denunciation of the corrupt misuse of Court patronage to subvert or manipulate parliament. "Swift appears to have travelled through life guided by such principles," writes Dr Downie. He argues his case with cogency and conviction and this book should do much to force a re-examination of some commonly held views concerning Swift's "Tory" politics.

Yet, as often happens when a writer seeks to challenge an established view, there are times when Dr Downie seems to overplay his hand. Much of his case for the consistency of Swift's "Whig" views come from comparing his earliest political sentiments with those expressed in a much later letter to Pope in 1721. However, a more cynical commentator might suggest that Swift's ringing declaration of his adherence to Old Whig principles in this open letter to his friend may have been strongly influenced by his immediate fear of prosecution by a New

Whig administration. The real problem for Dr Downie's interpretation is to account for Swift's role as *chef de propagande* for Harley's moderate Tory government between 1710 and 1713. As Dr Downie has argued in his book *Robert Harley and the Press*, Swift was among the more authoritative of Harley's advisers, frequently counselling the suppression of Whig pamphlets and the prosecution of their authors. When on the last day of 1711 Queen Anne finally assented to the creation of 12 new peers to save Harley's administration from defeat in the House of Lords, Swift was among those who applauded this use of Crown patronage to control parliament. "She is awaked at last," he told Stella. "We are all extremely happy." Such sentiments hardly square with the Whig tradition of championing the legislature in its attempts to curb the excesses of the executive.

At one point Dr Downie cites Swift's own observation that "if a man would register all his opinions upon love, politics, religion, learning and the like; beginning from his youth, and so go on to old age, what a bundle of inconsistencies and contradictions would appear at last?" My own view is that there are more inconsistencies and contradictions in Swift's political career than this book admits.

Dr Downie treats Swift's literary works with a brisk but perceptive attention. His analysis of *A Tale of a Tub* is particularly interesting, reminding readers of the Gnostic elements in

was prepared to endorse Whig views were on those rare occasions when the cause of the Whig oligarchy could be identified with his own deeply held conservative values. Lock argues his case with conviction, but his interpretation is based upon a highly selective account of Swift's political development during these busy and important years.

Many of the essays in this collection, which is sub-titled "A Revised Focus", first appeared in the volume *Focus on Swift*, also edited by Claude Rawson. Rawson's own contribution, the title essay on the new collection, is a revised version of his essay in the earlier volume, expanded by the inclusion of paragraphs from a review article on Johnson and some other material, parts of which also appear in his book *Gulliver and the Gentle Reader*. Rawson likens Swift to Johnson in his horrified obsession with that unregenerate restlessness of the human mind and spirit which is the fount of all fantasies, fanaticism and faction. Both Swift and Johnson were fascinated by the relationship between madness and badness but, in Rawson's view, Johnson has more compassion for human mental disorders than Swift, whose portrait of Honyhnhm society represents "a powerful yearning for a state protected from the tyrant passions".

Among the new essays in this collection those by Richard Feingold and Pat Rogers are particularly interesting. Feingold argues that if we are seeking to find any sort of development in Swift's verse we should look for it in a greater personal urgency and moral authority, rather than in any increased sophistication of technique. It is unfortunate though that one of the main poems which he chooses to illustrate his concept of Swift's "positive rhetoric" is *The Birth of Manly Virtue* which many modern scholars now believe to be chiefly the work of Delany. Pat Rogers' essay, variously entitled "Swift and the Reanimation (or Revival) of Cliche" studies Swift's exploitation of stock expressions for comic or disconcerting effect. Using Swift's *Poetical Conversation* as a thesaurus of his favourite catch-phrases, Rogers demonstrates how Swift often deliberately peppers his poetry and prose with these shop-sold terms, making "dextrous riffs on the cliché-bank" for ironic effect. In another essay Jenny Mezejiems indicates some points of similarity between *Gulliver's Travels* and Erasmus's *Praise of Folly*.

This is an interesting and well-balanced collection of essays, though it is disappointing that so many of the contributions are reprints of essays already available to any students of Swift with access to a decent library.

Frances Hill

Simone de Beauvoir Today, by Alice Schwarzer (Chatto £6.95 and £2.95) is a series of interviews, carried out between 1972 and 1982, in which Mme de Beauvoir delivers herself of a number of major assessments, beginning with her espousal of feminism and going on to cover writing, politics, marriage and old age.

The Major Works of Sir Thomas Browne have just been reprinted in the Penguin English Library (£3.95). They include the whole of "Religio Medici", "Hydriotaphia", "The Garden of Cyrus" and "Christian Morals", with generous selections from other writings and much supplementary material, including Johnson's "Life". What a book for "the corruption of these times"; what classic sanity to set against the multitude, "that numerous piece of monstrosity, which taken asunder seems man, and the reasonable creature of God; but confused together make but one great beast..."

Henry James's *Portrait of a Lady* (£1.95) and *Washington Square* (£1.50) have just been transferred from Penguin's Modern Classics to the English Library. This has entailed no change in the texts, but while a classic could apparently be taken at face value more seems to be expected of a library edition. The connotations of Henry's prose are now clamped between explanatory Introductions and Notes. Geoffrey Moore and Patricia Crick deal with the *Portrait*, Brian Lee with *Washington Square*.

Brian Alderson

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Keith Brocklehurst and Peter Fielden

Biology Now is a comprehensive new book covering all students' needs during the three years leading to 16+ examinations. The text, presented in two colours, is well illustrated and easy to read; the early chapters are specifically designed for 13 year olds. The approach achieves a balance between traditional and modern teaching techniques, and experimental as well as theoretical aspects of the subject are dealt with in depth.

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Biology Now

Keith Brocklehurst and Peter Fielden

An exercise in disorientation

The Use and Abuse of History. By Marc Ferro. Routledge and Kegan Paul £15.95. 0 7100 9658 5.

Marc Ferro has tackled a vast subject and the deeper he goes into it the vaster it gets. Even with his subtitle, "How the Past is Taught", the concept of history has already proliferated into the wider concept of the past, and as he begins to flex his inquiring mind he addresses himself not just to schools but to universities, not just to his native France but to the world, and not just to formal education but to legend, tradition, ritual festivity, literature - nothing less than the transmission of culture and the values that go with it.

We are plunged into this fathomless topic without a chart and without a ruler, and are swept along past landmarks some strange and some familiar. From time to time we are beached, gazing on the shores of white and black African history or Chinese or Japanese views of the past, only to be swept off and on again while the national identity of Armenia or attitudes to slavery in Trinidad loom suddenly into focus and out again. The winds and currents of apparently unrelated chapter subdivisions war with each other to pull us in this way and that; the whole thing seems like an exercise

in disorientation.

Some of this has perhaps arisen because such scope inevitably means that much of the book is the product of researchers, and what could be used of their work is selective. For this country too, where he acknowledges no specialist helper, Marc Ferro spotlights very sparsely. Just how representative are the "Kingsway Histories for Juniors" (fifteenth edition, 1967) - the only British history textbooks mentioned - of the way history is presented in this country, and how influential those days are Sir Walter Scott, Kipling on India, and Shakespeare on the French? No wonder Marc Ferro seems surprised at British admiration for Joan of Arc and Napoleon.

Despite all this the importance and urgency of his subject burns through. History is a weapon, too often used by the powerful to perpetuate injustice, to maintain their power and inculcate in society the values which enabled them to get it. The crudest way this operates is in history "where individuals come and go at the whim of those who succeed them", which happened not just to Trotsky and Stalin in the USSR, and to Dubcek in Czechoslovakia, but also to Georges Bidault in France who "disappeared from the Gaullist memory", blurred out from the side of De Gaulle in a television documentary after disgracing himself

in the generals' coup in Algeria. The difference is, perhaps, that Mr Ferro knows he was once there. In Poland this kind of "official" history demands that teachers should emphasize episodes such as the heroic past resistance of the Poles to German invasion. The professorial aim is to "create good citizens", synonymous apparently with patriotic, pro-Russian citizens, but you can't help wondering what kind of educationists don't expect parallels to be drawn between invaders from the West and invaders from the East - as of course in practice they are.

But there are more subtle approaches to manipulation by history, which can be used not just to protect power bases but to re-shape society. Mr Ferro suggests that this is being done in the US. Now writing history himself, which is what he does best, rather than analysing other people's interpretations, he suggests that this development marks another shift in America's concept of its own society. The melting pot took over from white manifest destiny and the frontier; what's taking over from the melting pot is the salad bowl, where each ethnic group mixes in but retains its identity. History in the US therefore is adapting to this ideal with an increasing tolerance of alternative, "loser" history, the "anti-history" of blacks, native Americans and Hispanics.

But what's use and what's abuse? It all depends on your ideology. Mr Ferro clearly thinks more of what happens in the US than what happens in Poland. He is also fairly sure that to be useful, history must not only teach students to compare differing visions of their national past and to formulate their own questions, but also to understand enough about other societies to assess other cultural views of history too.

But anything can be edited out, and Mr Ferro is rather too sanguine about being aware of it. Certainly in the West you cannot usually rub individuals out of history without someone noticing, and we may applaud with him the increasing body of anti-history, which acknowledges the viewpoints of aborigines, chicanos, Kurds, Corsicans and Bretons, Basques and Catalans, but who can we trust when he himself edits out on a mountainous scale? There is just one reference to women as a group in his book, an unspecified "League of Women" of whom nothing further is said. Attending to the dressing of so many supplanting sores that he must constantly pass on and on to the next one, he has failed to notice the hollow wound which aggravates them all.

He has rubbed out half of the world himself.

Jessica Saraga

Licence to kill

Klaus Barbie, Butcher of Lyons. By Tom Bower. Michael Joseph £10.95. Eichmann Interrogated. Edited by Jochen von Lang. The Bodley Head £8.95.

It was a great shock to thumb through an East European equivalent of a War Picture Library comic. The British versions portray our brave outnumbered lads (Chickens - the Hun's got me!) battling with inevitable success against the might of the German Army - onish cowardly troops (Donner und Blitzen, English Schweine!) led by thin-lipped brutal officers. The East European comics show the inexorable sweep of the revolutionary armies towards Berlin - where they meet with the Americans. At first all is comradeship and trust, and then a senior Nazi goes missing and is found working for the Americans.

It was an even greater shock to find that this version was based on truth. Klaus Barbie, Butcher of Lyons is more than a footnote to Bower's earlier book *A Blind Eye to Murder*, which documents the reabsorption into West German society of senior officials from the Nazi period. It is the story of how the Americans recruited Barbie to use his techniques and knowledge to gain power for themselves. They did not turn a blind eye to his murderous past, they employed him because of it.

Barbie was not sucked into the Nazi whirlpool, he walked into it willingly.

He did not just receive orders, he gave them. He did not just order others to kill, he killed too. When he agreed to change sides there was no question of repentance and forgiveness or even plea bargaining so that others even more culpable than he could be brought to trial.

Bower never speculates that once Barbie arrived in South America he might have continued to work for the Americans but it would not be far fetched speculation in the light of the evidence. "For the first time the full story... reads the blurb on the cover but one feels, having read Bower's excellent story, it is only the beginning of the thread. Perhaps more will come out at the trial but probably not the most significant elements which cover the period from the end of the war."

Eichmann Interrogated is the transcript of the Israeli Police interview with the head of the Bureau for Jewish Affairs at the Reich Security Headquarters. Eichmann's attempt to justify himself ("I obeyed, I obeyed, I obeyed") is a dreary, lying tale from which one learns nothing about why or how he did what he did. The evidence was already complete and unanswerable and Eichmann slithers and slides all over it trying to rid himself of responsibility. One of the motives for publishing it appears to be to show how he was given a fair trial but one feels the publishers are almost intent on taking his lies seriously enough to print them.

Richard Dowden

Special provision

Teaching the Very Able Child. By Belle Wallace. Ward Lock Educational £4.95.

In 1978 Mrs Wallace took up the newly-created post in Essex of County Advisory Teacher for Exceptionally Able Children. Essex had, of course, been very much a pioneer in such work. Fifteen years ago, Sidney Bridges in his *Gifted Children and the Brentwood Experiment* described some of the exciting, if tentative, work done at the Brentwood Institute of Higher Education, and painted the by now familiar picture of children with considerable potential but with relatively poor records of school achievement. In his work he was greatly helped by the county psychologist, George Robb, an early enthusiast for special provision for the gifted.

As a result, there was, and is, in Essex a more favourable climate of opinion regarding giftedness than anywhere in the country (except possibly

rural Scotland). Even so, it is a measure of the deep suspicions among teachers that the author should have to tell us in her introduction that "the first year of office was largely spent giving reassurance that did not mean, segregation, elitism or regression to labelling and rigid streaming". This relatively short text has two aims: to clarify some problems in identifying gifted pupils - within the classroom, in the wider educational spectrum, including parent involvement, and by use of objective tests. Part two deals with teaching methods, and with extension and enrichment curricula. There is also a series of Appendices by other writers on specific projects, including an unusually interesting one by Barbara Bexley on work with gifted infants (a relatively unexplored area). Last, but certainly not least, is a most comprehensive, but intelligently selective, bibliography.

W. Watson Stewart



Two lovers wearing love tokens for St Valentine's Day: his, a long sleeve; hers, a love-level necklace. From Madeleine Palmer Cosman's Medieval Holidays and Festivals: a Calendar of Celebrations (Penguin £5.95).

Public moralist

Essays on Equality, Law and Education. By John Stuart Mill. Edited by John M. Robson and Stefan Collini. Routledge and Kegan Paul £39.50. 0 7100 9880 4.

In 1854 Mill was invited to join the council of a body called the Neophyte Writers' Society and declined with the words, "I set no value whatever on writing for its own sake and have much less respect for the literary craftsman than for the manual labourer except so far as he uses his powers in promoting what I consider true and just. I have on mankind, opinions to which I attach importance and which I earnestly desire to diffuse, but I am not desirous of aiding the diffusion of opinions contrary to my own."

Mill, as a public moralist, had not "the ear of England", and as Dr Collini explains in his absorbing introduction, he did not intend to let it go. By diligence and intellectual force and persuasiveness he had set forth his strong views to such an extent that this twenty-first volume of his Collected Works contains the second most celebrated of them all, his essay on *The Subjection of Women*, written in 1861

but not published until 1869, the time when he argued that it would have the maximum impact on public opinion. It is here set in the context of his unpublished writings on marriage from 1832 and 1851, his remarks on a parliamentary bill "for the more effective prevention of assaults on women and children" and his evidence to the Royal Commission on the Contagious Diseases Act.

Any complete account, says the editor, of Mill's thinking on the subject of women, "would have to come to terms with the role of Harriet Taylor, 'this very clever, imaginative, passionate, intense, imperious, paranoid, unpleasant woman'. So Harriet Taylor Mill's own essays on marriage, on women's rights and on the enfranchisement of women are included among the appendices.

Most of the readers who seek out this book in the library will do so to assess Mill's contribution to feminism, though it also includes occasional writings on "the Negro question", on slavery and the American Civil War, as well as his less interesting contributions to the educational debate of his day.

Collin Ward

Human folly

The March of Folly. From Troy to Vietnam. By Barbara Tuchman. Michael Joseph £14.95. 0 7181 24324.

Barbara Tuchman is one of the most successful writers of popular authoritative history. In books such as *Angels and Demons* and *A Distant Mirror* she used narrative skill, extensive research and imaginative feel for period to bring the past to life. Her considerable talent for descriptive history: this is what happened and these are the men and women who were the actors in the story.

In *The March of Folly* she has tried her hand at something more ambitious: an analysis of what she sees as the recurring historical phenomenon of human folly. Folly she defines as the pursuit by governments of policies contrary to their own interests. She insists that folly must have been seen as such in its own time, not merely with the wisdom of hindsight, that a credible alternative policy was available and that the mistaken policy was not just the whim of a despotic individual.

It is an interesting subject and it makes an interesting book but in the end it was unconvincing. The whole exercise seemed to be an elaborate structure to explain (though not to justify) the United States involvement in Vietnam. Somehow - she wants to say - America's perverse pursuit of humiliation in South East Asia looks less foolish if you remember that other governments have been guilty of similar acts of folly in the past. In other words she has succumbed to two understandable temptations: an attempt to understand a contemporary event by reference to the past and a desire to see some pattern or recurring theme in history.

It doesn't work. Take the Vietnam war. Barbara Tuchman's long and acute analysis of American policy leads her to the conclusion that the pursuit of this policy was a classic example of folly. But in so doing she assumes the inevitability of American defeat; and she uses history to underpin her argument in a way that one warns A level candidates against. Thus she argues that it was folly of the Americans not to have learnt from French defeats in Indo-China, in the same way as she argues that Napoleon and Hitler were guilty of folly in not learning from the experience of Charles XII of Sweden that Russia cannot be conquered by invasion. But the defeat of French and German armies in Russia was not the result of an inexorable law of history. It was the result of military miscalculations. The same is surely true of the Americans in Vietnam. They were not programmed to lose by Tuchman's Law of Folly; they made military and political mistakes that could have been avoided.

Barbara Tuchman uses two other historical episodes to illustrate her theme: the folly of the Roman Papacy which provoked the Reformation and the folly of the British colonies. Without entering into the complex debates of these episodes, it is worth saying that her description of the causes of the Reformation is simplistic and that she has not noticed that having lost the American colonies, Britain became the most powerful nation in the world. In other words folly is not a sufficient or particularly helpful explanation of what happened in history.

That public men make mistakes and go on making them in the face of all the evidence no one doubts but it is hardly a proposition that deserves to be treated as a discovery or as the basis for a book of historical interpretation. None of which detracts from this book's ability to stimulate and interest the reader. It is an intriguing attempt to understand the springs of human action, but it isn't history.

John Rae

Among this week's contributors:

David Nokes teaches at King's College, London. Neil Phillips is the author of *A Fine Anger - A Critical Introduction to the Work of Alan Garner* (Collins). John Rae is headmaster of Westminster School.

German variety

Kapier! By William Rowlinson. Part 2. Teacher's Edition £3.95. 0 19 832499 5. Cassette £7.00 + VAT. 0 19 840314 3. Oxford University Press.

A German Workbook for First Examinations. By Ian Macdonald. Cambridge University Press £1.95. 0 521 27414 1. Cassette and Transcript £8.00. 0 521 25490 6.

Konversationen Situationen. By Adele Osborn and Roger Winter. Longman £1.75. 0 582 22310 5.

Writers and publishers with foresight have recently been producing textbooks which are avowedly suitable for both CSE and O level pupils; some have even gone so far as to identify "examinations at 16 plus" as the intended market, and now that Sir Keith Joseph has at last pronounced we are certain to see more of the same.

The materials here under review claim to be equally suitable for all levels, and so they are, given adequate discrimination. I have successfully used William Rowlinson's *Teil Conversationen* with mixed CSE/O-level French classes and have already stocked up with *Kapier!* Book 1 for similar German groups from September. Book 2 is welcome and is already on the department's shelves.

The situational/functional ethos and format are as for the earlier part: a sophisticated suitable for older teens or even adults, short units giving an immediate and continuing sense of progress, grammar and vocabulary revision in every fourth unit. The large number of units in the whole course permits considerable choice as to whether it should be used over two, three or even four years. Pairwork is still considered vital for oral progress. All four basic skills are covered: aural comprehension, speaking, reading and writing. The first volume included the perfect tense with "haben"; in Book 2 we progress through the perfect with "sein", the imperfect and the future.

As for the conditional and the past

conditional, these are wisely separated from the subjunctive and treated as tenses in their own right. Their subjunctive uses can be avoided altogether. The relatives are usefully not introduced *in bloc*: nominatives and accusatives appear much earlier than genitives and datives. Cloze exercises make a welcome appearance in Book 2. The pupil's version costs £3.75; the extra 20p brings the teacher some very comprehensive suggestions as to the exploitation of the material.

The format is attractive and the books abound in one or two-tone drawings and some 150 photographs, commendably not all of the Federal Republic, with a civilisation and/or language content in mind, although the all-colour pictures of Book 1 do not reappear, presumably for economic reasons. The excellent recording of all the presentation material is also available reel-to-reel at £9.00 plus VAT.

Macdonald's *A German Workbook* includes sections of various styles, graded in difficulty, for practice in reading comprehension, listening comprehension, letter-writing and essay-writing based on pictures. Unfortunately there are already so many different types of examination at 16 plus that any book claiming to provide practice in all types will inevitably contain only a few examples of each. Picture-stories have mercifully disappeared from some boards' syllabuses and one therefore doubts the value, both educational and economic, of this section in such a broad-based book. Similarly, to include a few multiple-choice tests may end up by pleasing no one: there will be not enough for some and too many for others. Some teachers, however, may wish to use the whole book for the sake of variety if not for realistic preparation.

One particularly useful feature of the book is the hints, the sort of thing that all good teachers are probably repeating *ad nauseam* but which it is encouraging and useful to see in print. "Don't be too quick to give up when you see a difficult word," says one such

hint. "You may be able to work out its meaning if you think for a few moments rather than panic." The example urges pupils to pause to spot the word *verlangsam* in "Der Zug verlangsamte sich." Not too easy, perhaps, is: "The first thing to do is to learn as many past tenses of verbs as you can." Shades of Mrs Beaton and her notorious hints! The hints in the letters section are worthy of a wider readership in these days of the dying art of letter writing. "Remember," says one, "that the art of correspondence is to ask questions as well as to answer them."

Konversationen Situationen not only jumps on the Joseph 16 plus bandwagon but has "graded objectives" syllabuses also in mind. It is therefore topic-based, *in situ*, going abroad, seeing the sights, food, school, etc., each chapter being divided into a conversation and a situation section. The former includes questions drawn from both kinds of oral examination requirement: set questions and free conversation. A useful feature, enabling weak pupils to attempt an answer of some sort, is to start off many of the responses with "Wir gehen es Ihnen Väter?" "What, you fathers?" The situation sections are on the birth-rate alternate with tongue-in-cheek advice on hibernating during winter or the opening of a Pizza Academy; a review of a Puccini opera is cheek by jowl with a humorous article on how not to listen to music in one's

home. Texts are reproduced in their original format, thus providing a wide range of typography which is pleasantly eye-catching and further enlivened by cartoons or examples of commercial art.

Inspiro l'italiano is the first of three books written by five authors about whom no information is provided. Described as a "beginners (sic) course in Italian" for "students in schools, colleges and institutes of adult education" it is inevitably concerned with basic matters such as shopping, catching a train, etc. There are 12 units in all, each divided into four parts which establish a situation and then explore it through descriptive sentences and sets of exercises involving specific grammatical rules. Each part is accompanied by illustrations, beginning with a full-page background drawing and then evolving to a separate figure for each sentence and exercise which, while clarifying the various points at issue, is also somewhat irritating in view of the (presumably deliberate) naivety of the drawings in a style usually associated with children's books. The units are preceded by three pages of suggestions in Italian on how to use them most effectively, unlikely to be accessible to those starting Italian from scratch. There is a map of Italy but no index and the book is designed to be used in conjunction with a cassette.

Michael J Smith

Fais gaffe!

Mordel By Genevieve. Angus and Robertson £4.95. 0 207 14910 0. Family Gimmick. £4.95. 0 09 155511 6. Junior Gimmick. £3.95. 0 09 152661 2. Il Gimmick. £4.95. 0 09 15611 2. By Adrienne Hutchinson.

Beware (or, as they sometimes say in France, *fais gaffe*) when a foreign page who prefers to be known only by her first name offers to teach you "Real French" or "Italian as the Italians speak it". Genevieve's French is neither more nor less than Racine's: it just uses a wider vocabulary to cover a more limited range of human experience. Adrienne's gimmick is chiefly the old grammar and translation method, but with less grammar and more translation. Both have something to sell, but less than they claim.

Genevieve believes that "to be authentic is to be rude" and seems to assume that Real French is spoken only by the young. She offers them hints for insulting their elders, some in the body, and what one does or can do with them, are fully explored. But it is essential for authenticity that one should mimic the racist sentiments expressed in the section on *racisme* (bias)? It is something of an achievement to make you long for the inauthentic French taught in school where you do not refer to people as *racons* or *bougnoles* or learn that "les medias, c'est tempel de youpins".

Like a sex manual (which it resembles in other ways, too), *Mordel* tries to give you what real French speakers know can only be acquired through experience. It has instructions for authentic-sounding sentences (see *ya for il a...*) which look like a page from a French textbook. "Pige quadele a 'bouquin, moi!" spoken with the authentic accent of the average English learner trying it out on a friend in Bordeaux. Certainly, you will hear many of the words and phrases in France, but rarely used in the concentrated form of Genevieve's sample sentences.

With a vocabulary of less than 80 words, including pronouns, etc., and around eight structures, the *Junior Gimmick* must be a contender for the worst bargain of the year. Adrienne suggests that you show the pictures to your children, ask them the questions in French, then give them the answer. I suggest that you find your own pictures, then give them the £3.95 as pocket money, perhaps towards a day trip in Boulogne.

The *Family Gimmick* starts with the verb *être*, a note on the feminine and plural forms of adjectives and a translation exercise. This means that from page 1 you will be holding such authentic conversations as "Are you short?" - "Yes, I'm short." Fifty pages later, you can tell the au pair: "My sister's very sleepy and he is too." Halfway through the book, the whole family knows "fit the zoo's dirty, the animals will be sick" and by the end they can exclaim: "At last I understand my parents'!" The assumption with methods that involve this kind of translation exercise is that if you can talk rubbish in a foreign language, you can also talk sense. The unimpressive theory of applied linguistics imagines language in context and automatically discards sentences like "Je boirai beaucoup de lait ce soir" on the grounds that if you can cope with the Theatre of the Absurd (the only context in which anyone would say this), you French has reached the creative stage already.

Adrienne's other gimmick is the rather more sensible one of giving lists of words and phrases with synonyms, opposites and translations. For some reason all of these are numbered. *Il Gimmick* does the same for intermediate learners of Italian with idiomatic phrases, proverbs, a section on typical mistakes and four pages of words and phrases at the end (not to say this), you French has reached the creative stage already.

Robyn Buss

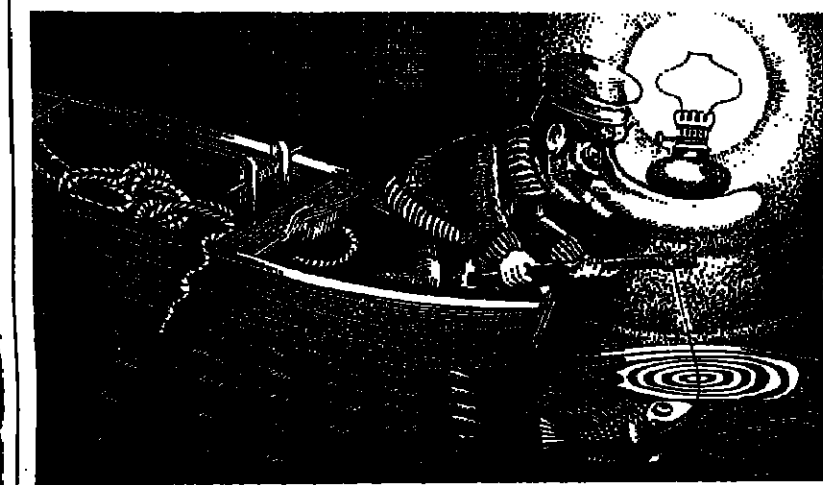
Life, Italian style

Spotlight on Italian. Life and Language in Italy Today. By O Negro. Pan £1.95. 330 26472 9. *Inspiro l'italiano* 1. By S Meregalli, C Felcetti, C D'Ercole, A Ruffi, and M Vesberg. Longman £4.95. 582 20346 5.

Both these books will be useful to students of Italian, but are addressed to different markets and use different methods. Ottavio Negro's slim volume, while being accessible to "anyone interested in Italy, Italians and the Italian language", is "particularly intended for those... who have reached O level or equivalent standard". It is correspondingly more adult in its approach, consisting of a sophisticated collage of items culled from a variety of Italian sources which include shop signs, advertisements, passages from modern novels and, especially, extracts from newspapers.

The accent throughout is on human interest and day-to-day life, with sections on obvious themes such as eating and travelling as well as on subjects like romance, politics, and conservation. The book's greatest quality is its variety: straightforward news items on things like mountain rescue and the birth-rate alternate with tongue-in-cheek advice on hibernating during winter or the opening of a Pizza Academy; a review of a Puccini opera is cheek by jowl with a humorous article on how not to listen to music in one's

Alan Bullock



It is not hard to see a relationship between this Old Man in a Barge (whose nose was exceedingly large) and his predecessor whom Edward Lear drew for the first appearance of the limerick. This picture comes from a substantial new collection of *The Nonsense Verse of Edward Lear*, illustrated by John Vernon Lord (Cape, £9.95), and where resemblances of this kind occur, they must be taken as homage, and not plagiarism. Mr Lord has worked long and hard both at making his selection of verse (he has delved in some of the less-familiar sources) and at making his 329 drawings. Throughout the whole enterprise, he has been guided by a love and respect for the Old Bury-Down-Bury, and only Edward Lear on a much smaller scale - has equalled his response to the difficult business of matching himself. Like Lear, though, Lord understands that the crazy things that occur in this verse are vastly serious for the characters involved, and although he replaces Lear's own straggly sketches with some intensely-designed drawings (too intense in some of the nonsense songs), he is rarely out of sympathy with the spirit of the Master.

Brian Alderson

After Latin

The Italian Language. By B Migliorini. Abridged, recast and revised by T Gwynfor Griffiths. Faber and Faber £22.50. 571 18073 6.

This revised version of a work originally published in 1966 is a welcome addition to what was then hailed as "a fine specimen of tasteful philological linguistics" (*Romance Philology*, volume XX, n. 1, 1966) and "a fundamental text" whose "appeal will not be limited to the academic field" (*Gaulechla in Italian Studies*, volume XXII, 1967).

The first 12 chapters, which range from Imperial Latin in Italy to the First World War, have been modified in various places - there are something over 70 differences vis-a-vis the original printing - and now not only incorporate references to both old texts previously unknown and recently published studies, as Professor Griffiths himself informs us, but also take into account pronouncements which have altered previously-held views on the dating of important events such as Tristano's contact with Dante's *De vulgari eloquentia* and Machiavelli's *Discorsi*.

The main interest, inevitably, is in

the final chapter, originally ending in 1965 and now extended through a further 15 pages as far as 1982; this provides interesting new material from well-known authors and some fascinating examples of contemporary jargon, both technological and bureaucratic, together with discussion of work on dialectal differences and grammatical analysis. The section on phonology has been expanded, and that on morphology likewise updated with the inclusion of trendy forms like *dribblare* and *ganbizzare*. New words and new expressions are plentiful and the passage on the transposition of English terms now quotes examples which are more relevant to contemporary usage; there is, perhaps surprisingly, no mention of *box or filler*, both frequently used in Italian journalism, while the section on pronunciation does not quote the curious practice of radio announcers delivering *notizie* flesh.

If the index is still imperfect this is of minor importance in a work which is now up to date and provides not only a four-page epilogue but a bibliography containing an additional 26 items for further investigation.

Alan Bullock

RESOURCES

Imagine an early railway. Loaded wagons, full of minerals, run downhill from the quarry and are unloaded at the canal. The wagons run downhill on their own but have to be pulled back up the quarry, usually by horses. Can you think of a way of moving the trucks back uphill without using horses (locomotives were not yet in general use)? This is one of many interesting questions in the National Railway Museum's excellent activities publication *Workshop* and one of several examples showing how far museum publications have developed in the last 10 years. The National Railway Museum, replete with locomotives and wagons from dandy carts to the APT, is close to York railway station. During the holidays it runs a full programme of railway films (telephone: York 21261).

A "living" industrial history museum, the 26-acre Black Country Museum, Dudley consists of refurbished buildings, machinery and transport that were fashioned by the rapidly developing demands of the industrial revolution: canal boats, canal engineering, an electric train (which takes you from the entrance to the "village") and, among the refurbished buildings, a general store, a pub, a chemist and a Methodist chapel. Lime kilns, an iron works and a colliery complete the "time capsule". The educational potential in this is so great that it is advisable to make sense of the connoisseur with the three museum publications.

Opportunities for participation always enhance a museum and here the National Museum of Photography, Film and Television in Bradford scores magnificently. New, large and still expanding, it combines participatory exhibits with elaborate reconstructions as well as offering some spectacular film and slide/tape sequences. The Museum has an education officer and a programme for school visits (telephone: Bradford 727488. Closed Mondays). In addition you can visit Watershed in Bristol, described as Britain's first "media and communications centre", and there may still be time to book into their Summer photography workshops for young people (telephone: Bristol 276443).

An industrial heritage museum on an altogether different scale is Northam Station Museum, Northam, Northumberland. Here a privately owned railway station is being restored to its 1920s and 1930s glory in the cream and brown livery of the old North Eastern Railway Company. The stationmaster's office has been re-created to give the feel of a typical working day while the waiting room is filled with a large working model with 150 engines and railway coaches. It is open on Sunday afternoons and bank holidays, but advance booking are needed for weekday visits (telephone: 0289-82217).

Those yearning for more echoes from the age of steam should visit the Windermere Steamboat Museum. Its collection of working steam launches is supplemented with early motorboats and a seaplane glider. There are no special summer activities but four worksheets are available (10p each), and you can charter a steamboat for £20 an hour (telephone: Windermere 5565).

Aircraft museums are exciting because you rarely get the opportunity to study an aircraft closely. The museums at Duxford, Cambridgeshire, and RAF Museum at Hendon, North London, are well known but the RAF also has a large collection at the Aerospace Museum, Cosford near Wolverhampton, where 60 aircraft are displayed. The research, high-performance airplanes of the 1950s and early 1960s are fascinating and the accompanying catalogue is excellent. (Telephone: 090-722 4872. Open seven days a week.)

A Brush with Colour
National Gallery until August 28
Special Exhibitions Room
Admission free

How much light does a two-foot carrot absorb? Where does ultramarine come from? Where is the giant Polyphemus in Turner's painting of "Ulysses escaping from Polyphemus"? How is light bent and colour deflected? Which are the primary colours? All these questions, taking the student from the basic principles of colour through the history of how painters prepared in a sophisticated analysis of how colour has been used to evoke emotion, can be answered at the snappy exhibition now



Railways and Raku

... these are two of the activities which children will encounter in museums and galleries this summer. Peter Dormer reports.

Flight has always excited people but it is the metaphorical elements of the theme "Wings" which makes up the summer quiz at the Walker Art Gallery in Liverpool. The subject matter is angels, birds, gods and demons. There is also a programme of workshops and talks for children of all ages and parents are welcome (telephone: Liverpool 227 5234).

The National Museum of Wales has family expeditions - afternoon or evening excursions - throughout Wales during the Summer and early Autumn months (telephone: Cardiff 397951). At the museum itself in Cathays Park, Cardiff, a summer programme of activities for children aged 8-13 has been arranged, as well as films on natural science and question sheets in abundance. The Welsh Folk Museum at St Fagan's Castle in Cardiff is an extensive re-creation of rural Welsh culture. Refurbished buildings are filled with working artefacts and enlivened by artisan craft demonstrations. Worksheets are also available (telephone: 0222-569441).

Recapturing past leisure provides the theme at the Warrington Museum and Art Gallery, where the activities include croquet, archery, bowls, Victorian crafts, a steam excursion and a ramble. These run from July 29 - August 17 and tickets are needed for some events. (telephone: Warrington 30350).

Should families from Warrington visit London they'll find similar echoes of Victorian family cohesiveness at the Museum of London, where there are two weeks of activities from (August

7-12 and 14-19.) On photographer's Day, Tuesday 7, you and the family can be photographed in Victorian costume. The museum supplies the costume, setting and photographer, but you must reserve in advance and pay £2.50 on the day. The programme also includes a talk and demonstration by the London camera maker, Fred Gandolfi, various art and craft activities, walks, tours and talks (telephone: 01-600 3699, x 240/280).

At the British Museum an exhibition on "The Ancient Olympic Games" coincides with those at Los Angeles. A special children's trail is available. Meanwhile at the National Portrait Gallery from July 30 - August 18 two artists lead the production of two huge paintings. This says the gallery, is your chance to make Elton John meet Charlotte Brontë at Gravesend or Geoffrey Boycott confront Florence Nightingale across the floor of the House of Commons. (telephone: 01-930 1552).

More practical work is to be found at the African Mosaic Village courtesy of the Commonweal Institute. From July 16 - August 4 at Holland Park there are musical events, talks, and, each afternoon, instrument-making workshops. All daytime events are free - just go to the Yucca Lawn, centre of Holland Park. There is a programme of evening concerts of African music, with tickets £2 for adults, 50p for children, OAPs, students and the unwaged (telephone: 01-602 0702).

The Museum of Mankind (Burlington Gardens, WI) has invited Staku-

niari, teacher of Indian classical and contemporary dance to give a children's workshop on the afternoon of August 22 (book in advance). No booking is required for the "Hands On" sessions on August 17, 24, and 31 (11am-3pm), at which children can handle, play or wear masks, musical instruments and jewellery (telephone: 01-636 1555).

Most London borough museums are offering a summer activity. At the Rosemary Edwards, Newham, the museum's nature reserve at St Mary Magdeline Churchyard, E6, provides a theme activity which includes searching out animals living in and around the trees, simple experiments, and art work (July 30 - August 10). During the following fortnight the activity is "Clues to the Past".

At the Bethnal Green Museum of Childhood there are workshops for making paper toys on Tuesday afternoons (July 24 - August 28) and small boxes and envelopes on Wednesday afternoons (July 25 - August 29). Every Thursday there is an afternoon talk for children and on August 9 the children themselves are invited to bring their broken toys for repair.

The Birmingham Museum and Art Gallery has invited some of Britain's most innovative young jewellery designers to give demonstrations and hold workshops in the Industrial Gallery August 17-24 (not Saturday or Sunday). Other activities include a mime workshop: ages 5-8 on August 2 and 8-11 on August 3, painting in egg tempera on August 29 for anyone over 9 years, and an introduction to archaeology for children and adults on

August 30. (telephone: Birmingham 235 3139).

An introduction to archaeology is also the basis of Ipswich Museum's activity. On July 28 you can meet the Romans at the opening of the new Roman rooms and on August 20 and 21 make a Roman mosaic and wall painting. See how the Romans lived (August 22) and dressed (August 23), and take a look at their coins (August 24).

Lancaster has a good museum of childhood. The Judges Lodgings Museum of Childhood in Church Street. Their competition "Wooden Toys" requires children to draw from the objects on display (July 21-September 1) and every Friday afternoon is story time for 5 to 9-year-olds. At the City Museum there is a competition for 8 to 16-year-olds called "History Around Us" with prizes for the best entries (telephone: Children's Museum, Lancaster 32808; City Museum, Lancaster 64637).

In Derby, the Industrial Museum has "Teddy Bears' Picnics" for the very young on July 31 and August 14 and 23, or the children can indulge in "Grandma's Washdays" at the Derby Museum and Art Gallery on August 13 and 21. Other events include children's costume, painting people, and making and flying kites. (telephone: Derby 3111 x 93).

Teapots and pots seems to be a favourite with museums. At the Woodstock Museum in Oxfordshire children can learn about Raku pottery through making a Raku kiln (July 24 and 25), while at the Manchester City Art Gallery there is a teapot party (July 25-27). The first two days here are devoted to making elaborate models of some of the objects in the silver and pottery collections and the third day is a "stylistic" picnic. There are also free worksheets available throughout the holidays. (Telephone: Manchester 236 9283).

For pottery on a grand scale there is the Living and Working Museum of British Pottery, Stoke on Trent, where you can see bottle ovens, workshops, equipment and daily demonstrations of throwing, casting, making bone china and painting pottery (telephone: Stoke 31-92332).

Much of the holiday activity available takes children back into the past but in Coventry, at the Herbert Art Gallery they go back only as far as the 1950s. Coinciding with a travelling exhibition of "The Forgotten Fifties" there is a programme of skiffle, living art and drama (July 23-26). Booking is essential for the art and drama/dance workshops on Wednesday 25 and Thursday 26. During August there are two programmes - one on natural history, the other, called "Medieval Style", on illuminated writing, leather and tile making. Young people and adults can go on a history walk round Coventry on August 13 or join a Natural History Open-Evening on August 14. After a brief visit to Coventry Cathedral on August 15, children aged 10-14 have a chance to make their own "stained glass" windows out of paper (telephone: Coventry 25555 x 2612/2315).

After so much looking, walking, thinking, making and participating, it might well be that the preferred activity is to slump and watch. Several cinemas are putting on children's matinees. Cinema City, Norwich, for example, has a lively programme of commercial films including a 50p for version of *The Water Babies* (22047). The Tyneside Cinema in Newcastle-upon-Tyne has a full programme of children's films throughout July and August - tickets are 65p (telephone: Newcastle 321507). In London the Junior National Film Theatre has a programme of weekday matinees for the family.

The blue of an Italian crucifixion is contrasted with the decorative colours of Van Huisum's "Flowers" (now oddly faded with age) and the delicate colour of a scene from the school of Fra Angelico. Monet's "Lilypond" accompanies the "Virgin of the Rocks", the one the perfect shimmer of light, the other the personification of emotion in light and shade. We are extremely fortunate that a good didactic exhibition like this can draw on a powerhouse of painting to illustrate its points.

A pack of postcards with an exhibition broadsheet is on sale for £1.50.

Victoria Neumark

RESOURCES/VIDEO

Understanding Shakespeare: Hamlet
VHS or Betamax £49.50 including booklet

National Youth Theatre
Shoefield & Sims Video,
Dugby Mill, Fenay Bridge, Huddersfield (tel: 0484 607080).

Martin Jarvis presents this telescoped version of *Hamlet* by the NYT and a workshop based on it. He is careful to what there is more to the play than its plot, but in reducing it to a third of its original length Michael Croft and Mike Afford have eliminated some important aspects of plot along the way.

The first victim is the opening ghost scene, which sets the atmosphere of the piece. All reference to Fortinbras is cut from the earlier scenes and Hamlet's last soliloquy, prompted by the Norwegian army, is also lost, which makes Fortinbras's sudden arrival at the end of the play somewhat puzzling.

All the soliloquies are drastically shortened, losing such crucial lines as "Fooly, thy name is woman". Other omissions are Polonius's advice to Laertes, the ghost's instruction that Hamlet should not "constrive against Gertrude, Ophelia's 'O what a noble mind is here o'erthrown'". Hamlet's instructions to the players



Helter-skelter Hamlet

and the flower-speeches in Ophelia's second mad scene.

These cuts are what anyone who knows the text is most conscious of. Even Ron Daniels, the RSC director who runs the workshop, begins by saying how important the first ghost scene is, when it has just been axed!

And the first five quotations in the accompanying booklet are of lines we don't hear.

What remains are some fine performances, notably Marc Culwick's Hamlet, Nat Parker's Claudius and Matthew Townsend's Polonius. The prince's youthful good looks almost

make up for the loss of "the glass of fashion and the mould of form". He obviously finds it hard to refine his natural energy into Hamlet's weary lassitude but his is a genuine interpretation of the part which will stand comparison with his elders.

The women are weak, as they so often are in this play. I've never seen an Ophelia who could convince that she didn't understand the heavily belated of the mad scenes. And Gertrude was the player who suffered most from lack of years, because of the nature of her part. It is too apparent that this is a real lamb, not dressed up mutton. There were vignettes to treasure from Edward Kemp as the Player Queen and Jonathan Cake as Lucianus in the "play within the play".

There were production points to jib at, as in any staging. It is surely perverse to have Claudius literally disarm the angry Laertes by force instead of diplomacy, which this young actor had shown himself capable of. But the main reservation is the pace at which the action rattles along.

With such a headlong *Hamlet*, the vexed question "Why doesn't he do it earlier?" is unanswerable. The purpose was to tell the story, only now it's a different story. Won't the real *Hamlet* seem slow and tame by comparison?

Mary Hoffman

Portrait of France

Portrait Series
VHS £125 + VAT
Teacher's notes included
May Glasgow Publications, 140 Kensington Church Street, London W8 4BN

This is old wine in a new bottle. MGP have re-issued on one VHS cassette five short films which date back to 1970-74: *Entrechâux*, *Dax*, *Fête à Comances*, *Rochers de Roscoff* and *Quai sur la Loire*. On cassette these "realistic yet lyrical portraits" are much easier to handle than on 16mm film, but are they still useful in teaching French?

The first three have worn surprisingly well. Each gives the feel of France in a distinctive regional setting. The prize-winning *Entrechâux* is an affectionate look at a day in the life of a village in Provence near Vaison-la-Romaine. Everyone takes part from the innkeeper to the bousillier and there is a remarkable sense of cultural continuity, the sound of the angelus and quiet evening of bells. Visually delightful, the film also has natural touches of dialogue and an unobtrusive, straightforward French commentary.

Dax is slicker. The device of two girls on holiday links a series of picturesque south-western regional scenes such as pelote basque and still-walking. The film has visual punch, especially the shots of the "sauteurs" leaping and somersaulting over chargery built in the "coursades".

Fête à Comances features Normandy farms, then the bustle of market-day and the July 14 celebrations with the inevitable local band, a cycle race and a finale of fireworks. These 13-minute films could supplement courses like *24, avant* or *French from France* which have regional settings, or perhaps fourth or fifth-year French Studies; in either case, the soundtracks assume a good level of comprehension.

The other two titles, however, have less appeal. *Seaweed*, cuttlefish and Victor Hugo would not be an unfair summary of *Rochers de Roscoff*, which is gloomily lit, arty, and sometimes tedious. But watch for the widow looking out to sea to lines from Océano Mare: this is Mary Glasgow doing a school *Déjeuner sur la Loire* is less a portrait than a story told in flashbacks. It has lively elements but falls uncomfortably between background and narrative.

This is an expensive package for 39 minutes of good but oldish viewing and 30 minutes of less adequate material. Resource centres may consider it worthwhile as MGP offer a licensing arrangement. Some of the wine, then, is vintage, but some has gone well. Should language publishers not have in some video nouveau?

David Swain

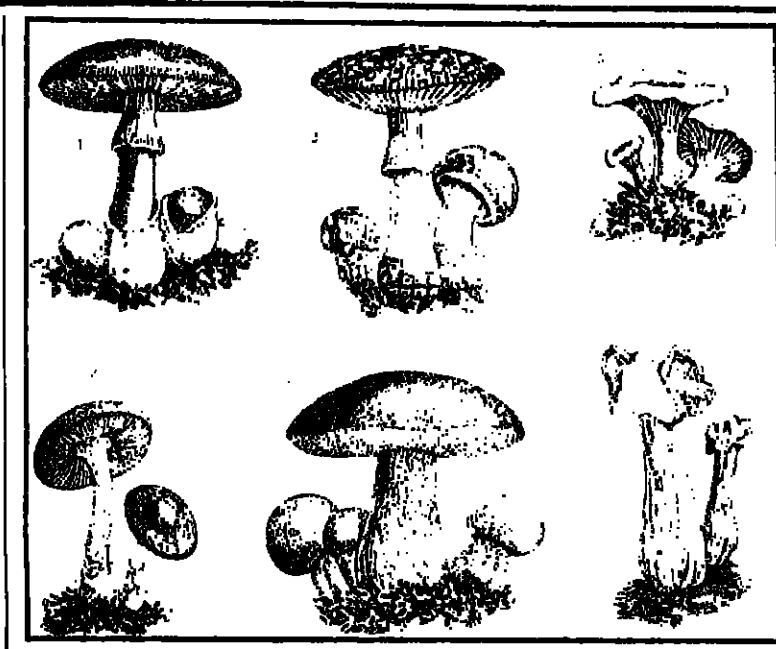
Focus on fungi

by John A Barker

Fungi
19 minutes running time
Fungi and Man
17.5 minutes running time
VHS and Betamax, £23 each (excl VAT and p&p)
Philips 2000, £35 each
Boulton-Hawker Films Limited, Haddenham, Ipswich, Suffolk IP7 5BG.

These two programmes complement each other. The first provides a biological background to the *Fungi* plant group. The major activities of a fungus are simply but carefully illustrated. The tape starts off effectively by showing, through time lapse photography, the growth of a mushroom. This naturally leads on to the structure of a fungus and the nature of the fungal unit, the hypha, and other aspects of the life of a fungus.

The enormous potential spore production of an organism such as a mushroom is vividly brought home - 100,000 spores an hour for four to five days, unless picked. The nature of asexual reproduction in spore formation and budding is clearly shown, as is sexual reproduction. The nutrition of fungi automatically brings into focus the notion of them as saprophytes or parasites. To show just how they



obtain nutrients from their environment, a convincing demonstration of the extra-hyphal production of an enzyme, an amylase, is given. This has particular value as it could easily be repeated in the laboratory.

The second programme *Fungi and Man* links up naturally with this, looking at examples of the beneficial and harmful activities of fungi, and a wide variety are covered. For example, fungi as a major factor in maintaining the carbon cycle are useful in the garden compost heap, but as dry rot they are harmful in building timbers.

Parasitic fungi are discussed in relation to diseases both in plants, such as Dutch Elm disease, and in humans, with athlete's foot. The value of fungi in food and alcoholic drink production is balanced by their spoilage of foods. The discovery of penicillin produced by the fungus *penicillium* provides a final example of the ambivalent activities of the fungi, as far as man is concerned.

The quality of the photography throughout is good. Scenes have been carefully thought out and the visual impact in some, such as the time lapse sequences, is high. However, it is a pity that the use of time lapse is not always made clear, a freshly baked loaf of bread appears to go mouldy in seconds.

The use of yeast in both bread making and wine production is demonstrated. However, the method in which the yeast is shown to be used in fermentation of grape juice is not one that will be found in a large proportion of vineyards. Further, more could have been made of the technological uses of fungi. However, overall the programme provides a wide variety of examples as to how fungi affect mankind.

Both of these programmes are very much to be recommended for school use, and teachers will be able to use them with a wide variety of classes.

Change of style

by Paul McGee

Signal Spectrum - Introduction to Programming Levels I and II
VHS or Betamax
Two 50-minute tapes, £19.95 each
Master Class Videocassettes, Holiday Brothers, 172 Finney Lane, Hoad Green, Cheshire.

The growth of information technology in schools should mean a radical change in teaching styles if full advantage is to be taken of improved technology. Although previous experience is not encouraging, the areas where information technology should be most willingly adopted are Computer Studies and particularly IT lessons where a principal aim should be to make pupils competent and confident independent learners.

It seems strange that pupils, who are adept at using machines such as VCRs, are denied access by teachers who are often far less adept. Many popular television programmes show what can, and should be, done to use modern video techniques to enliven and enrich the curriculum.

The skilful use of colour, sound, animated graphics, split screens and varying length units could enliven much narrative or repetitive teaching. They would enable absent pupils to easily catch up on missed work. Videos could enrich the curriculum by allowing wider choice without burdening the teacher with extra teaching. The teaching of computer programming in BASIC is likely to be such an optional activity and is well suited to video presentation.

Regrettably these two programmes are suitable only for the computer junkies who are more interested in coding than in solving problems or meeting users' needs. Although the coverage is quite wide the progression from technique to program to problem will not help those who have difficulties at the latter two stages. The dull and boring presentation will not capture the attention of the uncommitted, and the lack of any structure of progressive units with recapping and student work will limit the audience further.

It seems sad that the technology which replaced chalk and talk with OHP and talk, is now destined to produce filmed screen and talk. The real need is to change the emphasis from teaching to learning.

edits

HOME TAPING IS ILLEGAL?

"What They Telling Us It's Illegal For?" is a programme which explains to young people the situation of home taping as regards the law.

Produced by the Birmingham Film and Video Workshop and funded by Channel 4, the tape, which will be broadcast in the autumn, is now available, price £8 plus VAT (VHS or U-matic), from BFVW, Holt Street, Birmingham B7 4BA.

AEB AT WORK

One of the largest GCE boards in the country has produced a video or slide/tape programme on its work. Called "The AEB at Work", they suggest it could be shown at PTA meetings, on staff induction courses and to pupils. The programme begins by introducing the Board itself, its committee structure and the senior officers and then deals with preparation of examinations, review of syllabuses, and appointment and training of chief examiners and the role of moderators.

The programme is available as a video on Betamax and VHS and also as a slide/tape presentation. For hire from the Librarian, The Associated Examining Board, Wellington House, Aldershot, Hampshire, GU11 1BQ.

ALL IN THE MIND

The Thames Television series "All in the Mind" (reviewed in "The TES", July 6) is to be made available on videocassette. The British Psychological Society is offering the series to members for £100. Non-members can buy all five programmes for £130 on VHS or Betamax or hire individual programmes for £11 each from Guild Learning, Guild House, Oundle Road, Peterborough PE2 9PZ (tel: 0733-63122).

AWARD-WINNING VIDEOS

The Television History Workshop, winners of this year's Paddy Whannel Award from the British Film Institute, are to release their Channel 4 series "Making Cars" on video.

The series, which was transmitted in Spring 1983, is being re-edited to form five 20-minute programmes which can be used in the classroom. These will be backed up with extensive teaching notes and will be available on VHS from Past and Future Trading, 42 Queen Square, London WC1N 3AJ.

GREAT EXPECTATIONS

The Penguin Study Video on Charles Dickens and Great Expectations has been awarded the British Film and Video Festival's Silver Award in the Education category. The video was published in October 1983 and is described as an aid to O and A level study.

Further information from: The Academic Marketing Department, Penguin Books Ltd, 536 King's Road, London SW10 0UH.

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games would be useful but
not essential. Applications
from ex-military and ex-RAF
candidates would be welcome.
Scale 1. Outer London Area
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Sixth Form of 400 with the adjacent girls' school. It has new buildings and good facilities.

Application forms are available from the Headmaster at the school (01-580 984), and should be returned by 57th July 1984. (07980) 134823

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Particulars available from the Registrar,
and S.A.E.
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[illegible]

OVERSEAS APPOINTMENTS
continued

BRUSSELS

LANGUAGE SCHOOL
Specialized Technical and Business English, is looking for an EXPERIENCED Director of Studies who speaks French.
Please send C.V. and photo. Write to: Mr. J. P. Janssens, Director of Studies, 10 rue de la Loi, 1050 Brussels, Belgium. Tel: 02/538 4000.

BOMBAY
CAMBRIDGE SOCIETY OF BOMBAY

The Cambridge Society of Bombay invites applications from graduates interested in teaching mathematics and physics at the Cathedral and John Connon School, Bombay, for one year from March 1985.

Further details may be obtained from Dr. P. Ingham, Institute of Astro-Physics, 10, St. John's Lane, EC1M 4BX, (0254) 460000.

CYPRUS
PRIVATE INDEPENDENT ENGLISH CURRICULUM BOARDING SCHOOL IN CYPRUS

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PRIMARY/JUNIOR 9 posts General Subjects.
SECONDARY 1 post English Language and literature, 3 posts Mathematics of any TWO of the following: Geography, Maths, General Science, Physics, Education & Games. (2 posts can be residential).

C.V.'s with recent photo and references to 38 Mosbelle Rd., London E20 3PB, or telephone 01-857 3500 for interview before 30th July. (0943) 460000

COLOMBIA
THE ENGLISH SCHOOL Bogotá, Colombia

Wanted for September if possible:
1) Head of Primary
2) Teachers of Maths, Chemistry, and General Science.
Write in the first instance to: The English School, 16 Station Road, Little Wymondley, LE19 5HS. Tel: (0533) 865655. (07961) 460000

EGYPT

ST FATIMA SCHOOLS
Cairo, Egypt
Qualified English and Music Teachers to teach 4 to 12 year olds, commencing October, if interested please contact interview with Mr. Foad Habib, with C.V. in London House, 16, St. John's Lane, EC1M 4BX. Tel: (0254) 460000

FINLAND

KINDERGARTEN TEACHER for 4-6 year olds required from Sept. 1984. Music, piano or guitar essential. Return journey paid. Applications with C.V. and photo to: The English Kindergarten of Helsinki, Mrs. Rintto, Lemmink. 16, S. 00500 Helsinki, Finland. (0936) 460000

FRANCE

The American International School on the Côte d'Azur seeks two enthusiastic teachers for September, one to teach Mathematics to middle/secondary pupils, and the other to teach English/Social Studies to pupils 10-12 years. Ability to assist with PE/sports advantageous. Interviews in England during August.
Please call Sharon Berriman for application form, Tel: 01-273 5485. (0943) 460000

GREECE

Graduate wanted E.F.L. teachers. Good conditions. Can personally recommend schools.
For further information contact Malcolm Conway on 01-273 5485. (0943) 460000

ITALY

BAETI
Authorized school of English, also using English Teaching Theatre, requires experienced EFL teachers. Applicants should have a degree, Teaching Certificate, relevant experience teaching English to foreigners, some knowledge of Italian and the international teaching diploma.
Salary: approx. 9,000,000 Italian lire net per month. Passes paid from Britain.
Interviews: arrangements can be made for October. Interviews will be held in London August 6th to 8th.
Wanted: full c.v., recent photograph and two references to the Director, Lord Byron College, 229 Great Portland Street, London W1M 5RD. (06951) 460000

ITALY

Long established and professional language schools group in North Italy requires EFL Teachers. Must be professionally qualified (especially College of Education) speak Italian well and have TEFL qualifications and experience. 20 commence late September. Tel: 02955 1470 for application form and brochure. (09418) 460000

JAPAN

T.B.F.L.
From April 1985 teachers required. Kagoshima 25,350 plus accommodation and fares. Degree plus T.B.F.L. qualifications and experience. Tel: 02955 1470 for application form and brochure. (09418) 460000

MADRID

EFL teacher, pref. qualified, 1st year, Oct. 1984. Interview with C.V. to 10th Ave. Madrid, Spain. Tel: 091 460000



CAMPION SCHOOL ATHENS

JUNIOR SCHOOL TEACHER WITH RESPONSIBILITY FOR BOYS' PE

A teacher is required for September 1984 for the Campion Junior School, Glyfada, Athens, to be responsible for the top class (8th Grade) and also to have responsibility for boys' PE and games throughout the school. Applicants should ideally have at least two years' experience in a primary or preparatory school in Britain. Scale 2 appointment.

INFANT TEACHER WITH INTEREST IN SCIENCE

A teacher is required for September 1984 for the Campion Junior School, Halandri, Athens (Headmistress Miss Diane Nash) to be an Infant class teacher and to develop science teaching both there and in the Junior Section.
Campion Junior Schools, Glyfada and Halandri, are part of the Campion Group of Schools which educates 950 children of 60 nationalities aged 3-18 in Athens.

Initial contact will be for 3 years, renewable. Applicants should write or telephone to: The Headmaster of the Campion Group, A. F. Eggleston, OBE, MA (Oxon), at Garden House, Chester Place, Norwich NR2 3DE (0803 616025), as soon as possible, enclosing names, addresses and telephone numbers of two referees.

INTERNATIONAL SCHOOL OF TANGANYIKA LTD. DAR ES SALAAM, TANZANIA

TEACHER OF MATHEMATICS (HEAD OF FACULTY)

Following the tragic death of Mr. J. C. Clayton while on leave in the UK a vacancy exists for a teacher of Mathematics. A suitably qualified and experienced candidate would be considered for the post of Head of the Faculty of Mathematics and Computer Science.

The Upper School (400 students aged 11-18 drawn from 50 nationalities) offers courses in Mathematics and Computer Science leading to London (Overseas) G.C.E. 'O' level and the International Baccalaureate. The Faculty employs six staff. The Computer Laboratory is equipped with Apple computers.

Passages, a generous baggage allowance, family accommodation, UK-based medical insurance, free education and an annual leave allowance are provided. Part of the salary is paid in the UK. The initial contract is for two years, renewable by mutual agreement.

Letters of application, giving full details of qualifications and experience, family status, occupation of spouse, contact telephone number, and names and addresses of two referees, should be sent immediately to the Headmaster, 50, Thames Road, Crowmarsh, Gifford, Wallingford, Oxon OX10 8EU. Full details of conditions of service will be sent to short-listed applicants. Interviews in the UK in July/August. School year begins on 22nd August.

SAUDI ARABIA

AN EDUCATIONAL ADMINISTRATOR

Possessing a Bachelor Degree in Education, Art or Science. Holder of the latter two qualifications, a teaching certificate is a minimum 5 years experience of planning, organising and administration of English as a foreign language is required. Experience of supervising, planning, programming and organising Adult Education an advantage.
This position is regarded as an important senior post with salary commensurate with qualifications and experience.

A PROCUREMENT SPECIALIST

Possessing a Bachelor Degree or other appropriate qualifications. A minimum of 5 years experience, preferably in the educational field, must be demonstrated. Experience of employment in Middle East countries preferred.
Both the above appointments are for one year contracts, renewable by mutual agreement with accommodation and air fares provided. Applicants should send copies of their CVs together with non-refundable copies of qualifications for P.H. Conway, Arab Cultural Institute, 64 Leman Street, London E1 8AA.

OVERSEAS APPOINTMENTS

continued

MARINA INTERNATIONAL PRIMARY SCHOOL

Applications are invited for experienced teachers for the post of Head of the school. The position will become vacant in January 1985.
C.V., photograph and names of two referees to: Marina International Primary School, 8471 Telex, GV 2238.
Full details will be sent to all applicants. Closing date for application 4 weeks from the appearance of this advertisement. (09235) 460000

THE GAMBIA

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CAREERS SERVICE

Specialist Careers Officer

(Further Education Students) - Ref: E/516

Grade SO. 1 £9,060-£9,660 pa plus £777 LW.

A qualified and experienced Careers Officer is required to provide a careers guidance service for College of Further Education Students in the Borough. The post-holder will concentrate on work with Kilburn Polytechnic.

The service is well established in the college but provides ample opportunity for further development.

Specialist Careers Officer

(Community Centred) - Ref: E/632

Scale 6 £8,154-£8,712 pa plus £777 LW.

Required to fill the post of Outreach Worker operating from our Willesden office, and serving in the southern part of the Borough. The post holder will form part of a team of six community centred Careers Officers providing a service to meet the needs of the local community.

This is a demanding post which requires particular skills and experience in dealing with young adults, mainly from the West Indian and Asian section of the community, whose problems are broadly to do with employment, further education and training.

Applications are invited from professionally qualified and experienced Careers Officers and others with relevant experience attracted by the opportunity to participate in a team effort to help young people who for various reasons have become disaffected. A keen interest in the development of careers work with ethnic minorities, and an awareness of their cultural differences, would be of particular value. The successful applicant will also be required to liaise and develop strong links with local educational institutions, Youth and Community leaders and a variety of other agencies catering for the needs of young people.

Working hours for both posts - 35 per week. Daily working hours to be discussed.

Application forms and job description from The Personnel Division, Room 1, Brent Town Hall Annex, Kings Drive, Wembley, Middlesex HA9 9BR returnable by 8th August. Telephone 01-903 0371 (24 hours answerphone service). Reference Number 5 must be quoted.

(1833)

London Borough of

BRENT

Brent is an Equal Opportunity Employer. Job sharers welcome.

DORSET COUNTY COUNCIL
COUNTY EDUCATION DEPARTMENT
CAREERS SERVICE

CAREERS OFFICER WEYMOUTH

(Based at Knightdale Road, Weymouth)

This is a basic grade post and the appointee will undertake the full range of duties expected of a Careers Officer working with Schools and Industry.

DUTY CAREERS OFFICER POOLE

(Based at 67, Commercial Road, Parkstone, Poole)

(Post CO230X)

This is a basic grade post and the appointee, who is office based, will undertake a range of specific duties related to young unemployed callers at the Poole Careers Office, together with some responsibility for Industrial Liaison.

For both posts you should have received training approved by the Careers Service Committee of the Local Government Training Board, and be in possession of the Diploma in Careers Guidance or an appropriate alternative qualification.

The commencing salary for both posts will be within Scale 4/5/6 (£8,264 to £7,025 (max. Scale 4), £7,181 to £7,690 (max. Scale 5) and £8,154 to £8,712 (max. Scale 6). Newly qualified officers commence on Scale 4 with acceleration to Scale 5 after completing post qualification probationary year, and then normal incremental progression to the maximum of Scale 6.

Application forms returnable by 3 August 1984 and further details from County Education Officer (MD), County Hall, Dorchester, DT1 1XJ. Tel: Dorchester 63131 Ext 4171 and quote post number.

(1818)

ADMINISTRATION L.E.A.
continued

BIRMINGHAM

THE UNIVERSITY OF
BIRMINGHAMDEPARTMENT OF
PHYSICAL EDUCATION
AND SPORTS SCIENCESPORTS CENTRE
MANAGER/MANAGERS

Applications are invited for the position of Manager/Managers of the University's Sports Centre which is hoped to fill in October 1984 or as soon as possible thereafter. Applicants should be suitably qualified and have experience in management, particularly of multi-sports complexes.

Initial salary according to qualifications and experience up to £11,615 (Scale 15) plus £1,125 (Scale 16) per annum.

Further particulars and application forms available from Senior Assistant Secretary, University of Birmingham, P.O. Box 563, Birmingham B15 2TT. Closing date for receipt of applications 31st August. (07991) 480000

BUCKINGHAMSHIRE

MILTON KEYNES AREA
MILTON KEYNES AREA
EDUCATION OFFICER

Wolverton House, Stratford Road, Wolverton Mill, Milton Keynes MK12 5N

FULL TIME EDUCATION
WELFARE OFFICER

Salary on scale £6,264 to £7,025 pa. (for progression £7,404 pa. according to approved qualifications and experience).

Required from September 1984 to work in the Milton Keynes Area. Various duties will include establishing close links between home and school in an endeavour to improve school attendance and resolve the associated social problems.

Successful candidate will hold a current driving licence. Essential car user allowance payable.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Application forms and further details are available from J.A. Glendon, S.Sc., M.Ed., Education Officer, on receipt of a completed stamped addressed envelope. (07935) 480000

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BOROUGH OF SOUTH
TYNESIDEGENERAL ADVISOR
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(Salary £15,955 - £15,189)

Applicants should be graduates with a successful teaching background in the Humanities field. They must have experience in the development of a curriculum and in the supervision of teachers. Candidates should be able to offer assistance in both primary and secondary schools. A willingness to take the lead in the consideration and development of person education in schools would be a distinct advantage.

Application forms and further details are available from The Chief Personnel and Management Services Officer, Westcoast House, 55-59 South Shields (Tel: South Shields 553181). Applications should be returned by 14th August, 1984.

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